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ABSTRACT

The guide presents content and techniques for teaching conversational French in the elementary grades. It contains an introductory section and 20 units for classroom instruction. The introduction includes notes on the overall objectives of the course, general guidelines on classroom procedure, and specific techniques for use of the materials included in the guide. The unit topics include: introduction to a new language; greetings, salutations, and farewells; names; classroom commands; the classroom; the days of the week; parts of the body; health and illness; numbers; family and friends; weather, seasons, and months; colors and other adjectives; clothing; animals; snacks; foods; places and transportation; holidays; and other celebrations. The units are designed for kindergarten but also contain information for adaptation for grades 1 and 2. Each unit consists of a list of specific objectives, notes on motivation, a list of necessary materials, procedural notes, a summary, follow-up activities, and additional materials for use with grades 1 and 2. Songs, games, and other activities are included. (MSE)

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# I Can Speak

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# I Can Speak

# FRENCH

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# I Can Speak

# FRENCH

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# Foreword

Many studies, notably the one issued by the President's Commission on Foreign Language and International Studies, and a spate of articles have pointed in recent years to the lamentable lack of genuine foreign language competence in the United States and the deleterious effect this has had on American competition in the international marketplace, in diplomacy and in cultural contacts with other nations. Languages are, after all, important tools for cultural, political and commercial interaction with other peoples as well as for appreciating pluralism in one's own country and in the world. It is therefore in the national interest that there be a large reservoir of citizens who are fluent in languages other than English and who can function in other cultures.

Various proposals have been made for expanding foreign language education. Some have involved a foreign language requirement for high school graduation, others merely a requirement for college-bound students. What has also been proposed is the lengthening of the FLES sequence to include kindergarten and the early grades so that students would be in a stronger position to acquire genuine foreign language competence by the time they leave secondary school.

Traditionally foreign language programs in public schools have been heavily concentrated in the junior and senior high schools. However, it is being recognized that foreign language study, to be effective, should start in the early formative years and be part of the general language development of the child. Children of kindergarten and elementary school age are excellent mimics and enjoy learning a new sound system. They are not self-conscious about pronouncing strange sounds and do not object to repetitions and drills. They are also comfortable with the ideational simplicity which characterizes the early phase of language learning. Language learning is for the young child a natural experience rather than an academic subject which at times conjures up the fears and inhibitions associated with the need for being academically successful.

Children see no essential dichotomy between one language and another, since all sounds and language patterns are part of language development. If they assimilate the sound system and basic language patterns at an early age, they are better prepared for the acquisition of language concepts later and are less apprehensive about language learning in general.

In the last few decades, FLES programs have been introduced throughout the country. These have focused mainly on the upper grades of the elementary school. As a consequence FLES bulletins which have been developed by the State and by the Board of Education are targeted to the upper grades. If indeed a program in foreign languages is to be developed at the early childhood level, appropriate guidelines and specific suggestions should be made available. This bulletin is intended to fill this need.

Charlotte Frank
*Executive Director*
*Division of Curriculum and Instruction*

# Acknowledgments

*I Can Speak French,* a set of guidelines for teachers of French in the elementary grades, is a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director, Morris Freedman and Pearl M. Warner, Deputy Executive Directors. It is the prototype for a series of such guidebooks for the teaching of foreign languages in the elementary school.

Leo Benardo, Director of Foreign Languages, initiated this curriculum development project and supervised the work of the teachers who wrote and implemented the materials and activities under the immediate supervision of David Weiss, Assistant Director of Foreign Languages (retired):

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# Introduction

## Objectives

A very important objective of language instruction in early childhood is the enjoyment of language learning. The child must enjoy the activities involved in the language learning process. Thus a positive association is established with the acquisition of a language. In addition the basic linguistic objectives are the acquisition of the French sound system and of elementary language patterns.

The instructional process aims for an automatic response and a reasonable measure of fluency. No attempt is made at this stage to analyze structural relationships or to use them for manipulating language patterns. By means of a variety of activities the child will also develop, on however elementary a level, an understanding of cultural differences and similarities.

## General Notes on Procedure

Foreign language learning in early childhood can be part of general language development. The child becomes aware of various sounds and language patterns without the heavy-handed dichotomy which separates language learning in later years. Thus language learning can be integrated with the experiences of the child in kindergarten and the first two grades. Various units of these grades can be used as a springboard for learning experiences in the foreign language. Specific topics of the all-day kindergarten curriculum bulletin, such as the weather, the family, colors, numbers, clothing, foods, animals and the celebration of holidays can be used for this purpose.

Simple activities, involving repetitions, questions and answers, very brief dialogues and role playing are basic to the methodology at this stage. Simple questions and answers lead to brief dialogues which in turn lead to role playing. To accentuate the experiential nature of the process, foreign language learning is intertwined with routine daily activities. The usual directions of the classroom can now be given in the foreign language. There should be much kinetic activity in a lesson such as the clapping of hands, standing up, sitting down, the shaking of hands, particularly *à la française,* the opening and closing of eyes and the use of French body language, when the children, for instance, utter such expressions as *C'est formidable* or *C'est magnifique.*

Audio-visual materials, such as pictures, cut-outs, felt boards, transparencies, records, cassettes and puppets give instruction another dimension. Visual aids allow an association to be established between a foreign expression and an experience rather than between the foreign expression and its English equivalent. Recordings of the lesson can be used to advantage for reinforcement and review. They also allow children to become accustomed to voices other than that of the teacher.

Finally, games and songs which engender a pleasurable atmosphere and provide additional learning experiences should supplement the process. Songs in particular are excellent for ear training and the uninhibited production of foreign sounds and language patterns.

Additional techniques can also be used to heighten interest in language learning. Some of these are culminating activities, the celebration of special events, such as birthdays and holidays and classroom decorations.

Cultural material, an indispensable component of language instruction, is also motivational in effect. The aspects of culture which are closely intertwined with language are those which are part of everyday life, such as customs, traditions, values and modes of behavior. In teaching the foreign language it should be recognized that English words are often not the exact equivalent of French translations. Such discrepancies can be the starting point for developing insight into cultural differences.

A display of pictures, posters, maps, stamps, dolls, calendars, coins and menus facilitates the simulation of a foreign atmosphere in the classroom. Children should be encouraged to add to this collection. With their own behavior in terms of gestures, intonation and exclamations teachers can enhance this atmosphere.

In speaking of culture we are, of course, aware of the fact that the French-speaking world encompasses a multiplicity of cultures with a great variety of customs, traditions and special characteristics. The presentation of culture, or more specifically the cultures of the French-speaking world, must be guided by several caveats. It is important to avoid sweeping generalizations and stereotypes, to identify regionalisms and to appreciate the fact that various facets of culture are constantly undergoing change.

## Additional Guidelines for the Instructional Process

- The atmosphere of the foreign language classroom should be relaxed, for the acquisition of a foreign language involves not only insight into new concepts but the development of specific skills. There should be no attempt to cover material for the sake of being on schedule, insistence on perfection in pronunciation or excessive use of drills.
- The children proceed at a pace which is natural for them and which leads neither to pressured language acquisition nor to boredom.
- There should be recognition of the fact that language learning is a cumulative process with new insights and language patterns building on previously learned material.
- Choral responses and repetitions are important techniques in language teaching. They not only provide for wide student participation, but also avoid embarrassment and self-consciousness on the part of the more timid child. Choral responses and repetitions give the child ample opportunity to hear and use new language patterns in an impersonal setting and should precede individual responses.
- The presentation of several new topics on the same day should be avoided. The lesson should rather dwell on the acquisition of one particular subject or segment of that subject and its integration into what has been previously learned.
- Pronunciation and intonation are best learned at this stage through mimicry and repetition. Extensive pronunciation drills should be avoided nor should there be stress on perfection. Children in fact take pleasure in repeating sounds which are new and challenging.

- Words and expressions should be taught, whenever possible, in context. The repetition of sentences, question and answer drills, round-robin exercises, dialogues and poems are appropriate vehicles for this purpose.
- French should be used almost throughout in the lesson to give the children maximum exposure to the language and develop a French language atmosphere in the class. This does not preclude the use of English in certain instances. English might be used to explain an abstract phrase, to deal with a cultural item or to clarify the meaning of a song or poem. It can also be used for "setting the scene" of a dialogue or for motivating a new topic. The total elimination of English in the lesson could be counter-productive.
- Each lesson should be preceded by a warm-up, that is, a review of basic language patterns which had been learned during the term. The warm-up may involve questions on the weather, counting and the date. Besides providing for a review of basic language patterns, the warm-up serves a number of purposes, such as developing a mind set for the new lesson and starting on a note of confidence.
- A lively pace, frequent changes of activity and occasional over-acting enhance the quality of instruction.
- Activities should encourage inter-pupil communication. Dialogues, round-robin drills and role playing can be used for this purpose. The children should be seated, if possible, in a semi-circle so that they can face each other and engage in the activities more naturally.
- Praise should be given frequently and lavishly in order to generate an atmosphere of success and confidence in what the children are doing.

## Teaching of the Unit

Except in the case of Unit 1 which might require only two lessons, two weeks should be devoted to the teaching of each unit. The ability of each particular class to assimilate the new material will determine how many units are covered each year and how much material within the unit will be presented.

Twenty units have been provided for the year. However, teachers need not feel pressured to cover all units. To develop an atmosphere of spontaneity teachers should familiarize themselves with the content of all units so that they can draw upon them whenever it might be appropriate. Thus, if a child is sick, the teacher might draw on Unit 8 and say: "Où est Jean? Oh, il est absent. Jean est malade? Pauvre Jean."

Since all instruction in kindergarten and grades 1 and 2 proceeds on a spiral basis, the twenty units designed for kindergarten will be used as a basis for additional learnings in grades 1 and 2. The new vocabulary, songs and games of grades 1 and 2 will provide the children with a new experience while the review of the original units will facilitate the attention of previously learned material.

Each unit of the bulletin suggests a lesson plan for the first lesson of the unit. Under the heading of *follow-up* various activities are suggested which might be used in subsequent lessons. These additional activities are to serve as guides for the teacher's own creative ideas for expanding or enriching the unit. Each lesson should be broken up with a change of pace activity, such as a song, a poem, a game or a tape. A high level of reentry of vocabulary and language expressions can be achieved by means of warm-ups and reviews and the reintroduction of vocabulary, whenever it is situationally appropriate.

## Specific Techniques

### *The Brief Dialogue or Question-and-Answer Sequence*

The dialogues and question-and-answer sequences should be very brief and capable of being assimilated easily. They not only facilitate auditory comprehension and the development of speaking spills, but they also inject fun into the lesson. The presentation of dialogues or question-and-answer sequences should be done with a maximum of dramatic effect. Given the reather meager content of the dialogue, the children will respond to the humor which arises from the paradox of the exaggerated presentation and the limited content of the dialogue.

Puppets can be used to great advantage in the dialogues. Puppets become in effect extensions of the class. It is advisable to vary the voices of the puppets: Guignol's voice is gruff; Marie's voice is high pitched and the third voice might have an ordinary conversational tone.

The teacher first presents a résumé of the dialogue in English and then repeats it two or three times in French, using puppets, if possible. The children merely listen. The whole class then repeats it line by line in French after the teacher.

The teacher plays one role; the class assumes the other. The roles are then reversed. Half of the class assumes one role; the other half the other. Roles are again reversed. A similar procedure is followed with individual children.

To heighten interest in the dialogue it is possible to present them as actual stage presentations. The teacher explains the significance of *les trois coups* at the beginning of a stage presentation as a cultural item. The children then tap three times and repeat *les trois coups* as an announcement when the play will begin. The teacher raises both arms in an outward circular motion to signify that the curtain is open, *le rideau est ouvert.* At the conclusion of the dialogue, the teacher makes a similar gesture, only this time the circular motion is inward and down to signify that the curtain is closed, *le rideau est fermé.* The children should join in this closing gesture. They should also be taught how to show approval of a performance not only by means of applause, but also by calling *Bravo!, Encore!, Bis!* and *Magnifique!*

***Poems***

Poems are also excellent for ear training. They need not be great literary creations; a simple two-line or four-line verse will do. In writing these verses teachers should relate them to the topic at hand. After summarizing the meaning of the poem, the teacher recites it several times in French. The children then learn it line by line. Examples of such verses are as follows:

*Family:*

Ma famille est très jolie
Ma mère, mon père et ma soeur Marie.

*Weather:*

C'est lundi; il fait beau.
Il ne fait ni froid ni chaud.

*Health:*

Comment vas-tu aujourd'hui?
J'ai mal à la tête, mon cher ami.

Comment vas-tu, mon copain?
Aujourd'hui j'ai mal à la main.

Mon ami, tu veux jouer?
Non, non, non, j'ai mal au nez.

Comment vas-tu, mon ami?
Je vais très bien, merci, merci.

*School:*

Je vais à l'ecole le lundi,
Le mardi et le mercredi
Je vais à l'ecole le jeudi
Et aussi le vendredi.

J'aime ma maîtresse
Elle est très polie.
Elle dit toujours "S'il vous plaît"
Elle dit aussi "merci."

Où est le livre?
Le livre est ici.
Le livre est-il grand?
Non, le livre est petit.

*Friends:*

Marie Dupont est mon amie
J'aime Marie et elle m'aime aussi.

Pierre Levalle est un gros garçon.
Il mange toujours des bonbons.

### *Songs*

Songs like poems are also excellent for ear training and the development of good pronunciation. Songs are presented in a manner similar to that which is used for poems. The children hear the song several times and then learn to sing it line by line. Songs are not to be taught in excess in any one period. Records and tapes are also to be used to advantage. Appropriate songs are listed in various units. There is also a summary of suggested songs in the appendix.

### *Backward Build-Up*

Sentences which seem too long for the initial phase of language learning can be taught best by backward build-up. The question *Quel jour sommes-nous aujourd'hui?* can be broken up into the following parts and taught consecutively: *aujourd'hui, sommes-nous, jour, quel jour, quel jour sommes-nous, quel jour sommes-nous aujourd'hui.*

## Program

What is of particular importance in the administration of the program is continuity of instruction. Lessons should therefore be scheduled at least three times a week. Each lesson should be about 15-20 minutes in length. The duration of each lesson should be guided, of course, by the attention span and the interest of the group. To assure retention of the new material, children might be asked to select a buddy with whom they could repeat the new language patterns and dialogues. There should always be flexibility in the attainment of goals. For some children even a modicum of success would be cause for celebration. The children should see themselves as successful learners.

Parents should be advised of the rationale of language learning at this stage, of its goals and procedures so that they could be part of the instructional program. They can assist by encouraging language learning, listening to the child's recitation of a poem or dialogue and praising the child's accomplishments.

# Unit 1: Introduction to a New Language

## Objective

The children will be aware of French and the countries in which it is spoken.

## Motivation

1. The teacher enters the classroom greeting the children with a cheerful *Bonjour, mes élèves.*
2. The teacher introduces herself/himself to the class.
3. The teacher shakes the hand of several children, saying *Bonjour, (name of child).* The children are prompted to answer *Bonjour, madame, monsieur* or *mademoiselle.*
4. The teacher tells a story with dramatic gestures about some American children who fly over the ocean to another country. The young American visitors do not understand the language and therefore cannot order food in a restaurant or buy toys. They decide that when they return to their own United States they will learn that beautiful language called French. The next time they cross the big ocean and visit France, they will be able to order the wonderul French food, buy French toys and even talk to French children.

## Materials

Puppets
Tape of the lesson

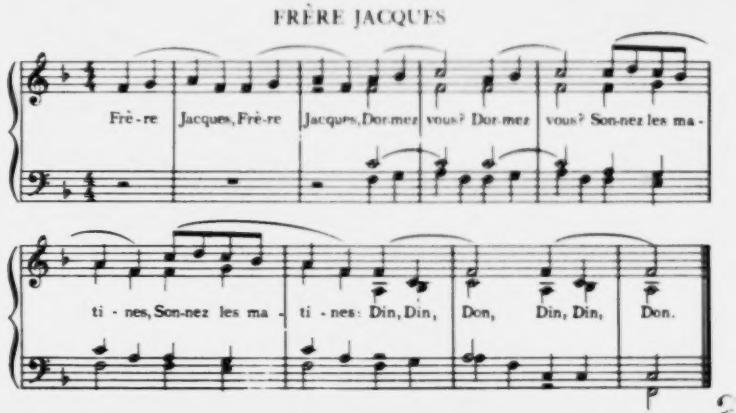
## Procedure

1. The children are questioned about the story:
   a. What country did the American children visit?
   b. How did they get there?
   c. Why couldn't they buy toys?
   d. What language did the people speak in France?
   e. Would you like to learn to speak French?

2. **Teacher says:**

   "Would you like to hear a French song? It is called *FRERE JACQUES.* That means 'Brother James' in English. Repeat after me: *FRERE JACQUES.*" The teacher now plays the record or tape or sings the song. A brief explanation of the song follows (music is attached). The teacher introduces two puppets to the children and says: "Here is Pierre and here is Marie. They are going to help me teach you French. Now they are going to put on a little French show for you. Of course, you won't understand them yet, but some day you'll not only understand them, but you will also be able to speak like them. Would you like that?" The teacher acts out dramatically the following dialogue after an explanation of its meaning.

   Marie: Bonjour, monsieur.
   Pierre: Bonjour, mademoiselle.
   Marie: Comment t'appelles-tu?
   Pierre: Je m'appelle Pierre, et toi?
   Marie: Je m'appelle Marie.
   Pierre: Au revoir, Marie.
   Marie: Au revoir, Pierre.

   The teacher concludes with: "Do you like your new friends and the way they speak?"

FRÈRE JACQUES
Frè - re Jacques, Frè-re Jacques, Dor-mez vous? Dor-mez vous? Son-nez les ma -
ti - nes, Son-nez les ma - ti - nes: Din, Din, Don, Din, Din, Don.

## Summary

1. The teacher asks the following questions:

   a. Would you like to go to France?
   b. What language would you hear there?
   c. Do you want to learn French?

2. Before leaving the classroom, the teacher says *Au revoir, mes élèves.* She encourages the children to answer with *Au revoir, madame, mademoiselle* or *monsieur.*

## Follow-Up

1. **The teacher says:**

   "Now you know how French people speak. Would you like to see pictures of the countries where the French language is spoken?" The teacher shows pictures of countries where French is spoken. They are of the kind that would be of interest to young children.

2. **The teacher says:**

   "Today, we are going to learn how to say our first word in French. That word is *Hello.*" The teacher starts a round robin of *Bonjour* giving each child the firm handshake *à la française.* The children continue the round robin.

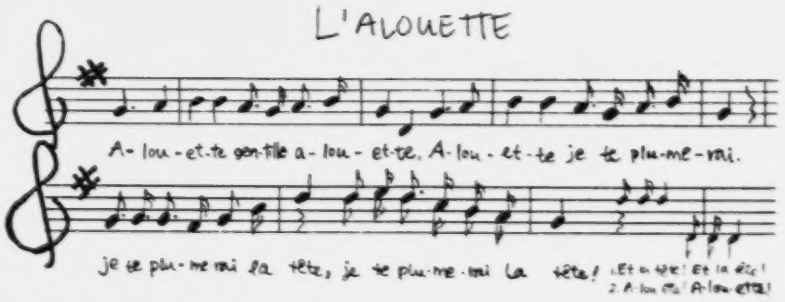
3. The teacher presents the song *ALOUETTE.*

4. As instruction progresses, French culture is taught incidentally. The children are exposed to various cultural items, as their pertinence to a particular topic becomes evident.

**Examples:**

The topic *foods* would be a good time to introduce the children to croissants, brioches, baguettes, French cheeses, etc.

*Places* will lead to places of interest to children in France, e.g., the Guignol theater in the Garden of Luxembourg and its small lake where children put their boats out to "sea."

In the unit on holidays the excitement of *le 14 juillet* will be shared with the children.

L'ALOUETTE
A- lou-et-te gen-tille a- lou- et-te, A-lou-et-te je te plu-me-rai.
je te plu-me rai la tête, je te plu-me-rai la tête! Et la tête! Et la tête!
A-lou-et-te! A-lou-et-te!

# Unit 2: Greetings—Salutations—Farewells

## Objective

The children will be able to:

- greet each other with *Bonjour*
- ask each other how they are with *Ça va?*
- respond to *Ça va?* with *Ça va* (dropped intonation)
- expand *Ça va* to *Oui, ça va, merci, et toi?*
- know when to use *s'il vous plaît, merci, non, oui* and *au revoir*
- distinguish between *madame, mademoiselle,* and *monsieur*
- shake hands *à la française*

## Motivation

The teacher enters the room greeting the class with *Bonjour, mes élèves (mes enfants, classe),* and then enthusiastically shakes the hands of some children saying *Bonjour (name of child).* If the child's name has no French equivalent, pronounce his/her name with a French accent.

## Materials

Puppets
Tape of lesson

## Procedure

1. The target vocabulary and expressions of the lesson are as follows:

   bonjour
   au revoir
   merci
   s'il vous plaît
   non
   oui
   Ça va?
   Ça va.

2. The teacher says *Bonjour, (name)* to several children and prompts them to say *Bonjour, madame (monsieur, mademoiselle).*
3. *Bonjour* is repeated chorally.
4. Follow this up with *Bonjour, (name of teacher).*
5. Children greet each other in round robin fashion and shake hands *à la française.*
6. The puppets engage in the following dialogue:

   Bonjour, Marie.
   Bonjour, Paul.
   Ça va?
   Oui, ça va, merci. Et toi?
   Ça va, merci.

7. A puppet will ask several children the question *Ça va?* and prompt each child to say *Oui, ça va, merci, et toi?* The puppet will answer *Ça va, merci.*
8. After using *oui* and *non* during the lesson, play with the children the *oui, non* game which is explained in the follow-up section of this unit.

Encourage children to speak very loudly with *Plus fort, s'il vous plaît.* Indicate with gestures what you want them to do. Use words of praise constantly, such as *c'est formidable, c'est magnifique, excellent très bien.* Encourage children to emulate the teacher with the body language that accompanies praise by having them lift their hands and shoulders, when saying *C'est formidable.*

Say frequently *Levez-vous, s'il vous plaît* or *Asseyez-vous, s'il vous plaît,* when children recite individually. Follow this up with *Merci. C'est formidable.*

## Summary

1. Volunteers use puppets to do the dialogue shown above with teacher's guidance and encouragement. Since the children will not have mastered the dialogue as yet they will repeat after the teacher.
2. The teacher leaves the class with *Au revoir, mes élèves* and encourages them to respond with *Au revoir, madame (mademoiselle, monsieur).*

## Follow-Up

1. In the follow-up lessons, the teacher provides for the re-entry of the material learned previously.
2. The dialogue will be perfected by the end of the unit.
3. Include the following words and expressions in this unit:

   bonjour
   au revoir
   s'il vous plaît (répétez s'il vous plaît, plus fort s'il vous plaît, levez-vous s'il vous plaît, etc.)
   merci
   ça va?
   oui, ça va, et toi?
   non



   madame
   mademoiselle
   monsieur
   écoutez
   répétez
   regardez
   attention

4. **Games**

   *Oui-Non*
   After clarifying the meaning of *oui* and *non,* a child playing teacher stands before the class and elicits with the movement of her/his head a *oui* or *non* verbal response. The children take turns being "teacher."

   *Madame, Mademoiselle, Monsieur*
   A child will point to a picture of a woman, man, girl pupil or boy pupil. (This can be done "live.") The class calls out the correct title for that person. Speed is what makes this an exciting activity.

   *Variation of Madame, Mademoiselle, Monsieur*
   A child (or the teacher) will say *Mademoiselle* and all girls stand up quickly. When the teacher says *Monsieur* the boys stand. Quick reaction indicates immediate comprehension. When the child says *Madame,* no one stands. This can be turned into a team game with the side that has 100% correct reactions getting a point.

5. **Poem**

   *Je Suis Poli*

   Dis bonjour . . .
   Au revoir aussi.
   Dis s'il vous plaît.
   Dis toujours merci.

6. **Song** (To the tune of *Mary Had a Little Lamb*)

   Est-ce que ça va, mon ami, mon ami, mon ami?
   Est-ce que ça va, mon ami?
   Oui, ça va, merci.

## Additional Material for Grade 1

1. The dialogue taught in kindergarten is extended to the following:

   Bonjour, Philippe.
   Bonjour, Pierre.
   Comment vas-tu?
   Comme ci, comme ça.
   Qu'as-tu?
   Je suis malade.
   C'est dommage.
   Au revoir, à bientôt.

   Teach the above material using the procedures outlined for kindergarten. Do not hesitate to draw on other units if the occasion arises.

2. Use the following commands:

   Levez-vous
   Asseyez-vous
   Touchez la tête, les cheveux, les yeux, la bouche, le nez, le cou.
   Montrez-moi la tête, les cheveux, etc.
   (pupils' response: voici la tête, etc.)
   Ouvrez la bouche.
   Fermez la bouche.
   Fermez les yeux.
   Regardez la porte, la fenêtre, le tableau, etc.
   Regardez à droite, à gauche.

3. **Game**

   Do the above as a Simon Says game.

4. **Song**

   a) *Alouette:* Expand the song taught in kindergarten to include *les yeux, le cou* and *le bec* (instead of *la bouche*).

   b) To the tune of *Mary Had a Little Lamb:*
   Comment vas-tu, mon ami, mon ami, mon ami?
   Comment vas-tu, mon ami?
   Je vais très bien, merci.

5. **Poems**

   a) Comment vas-tu, Henri?
   Ooh la la—j'ai mal à la main.

   b) Review the poem *Je Suis Poli*

## Additional Material for Grade 2

1. Expand the dialogues of kindergarten and Grade 1 to include the following additional vocabulary and expressions:

   Comment allez-vous, madame, mademoiselle, monsieur?
   Je ne vais pas bien.
   Qu'avez-vous, madame?
   J'ai mal au dos.
   J'ai mal au nez.
   J'ai mal aux pieds.
   Vous allez chez le médecin?
   Oui, aujourd'hui.
   Bonne chance! A demain.

2. Add the following commands:

   Battez des mains.
   Tapez des pieds.
   Tournez à droite.
   Tournez à gauche.
   Allez à la fenêtre (call on 2 children).
   Allez à la porte (call on 2 children).
   Ouvrez la porte. Fermez . . .

3. **Poems**

   a. Vas-tu à l'école aujourd'hui?
   Non, j'ai mal à la main.
   C'est dommage mon cher ami.
   Au revoir et à demain.

   b. Comment allez-vous, Madame Girard?
   Je vais très bien, merci.
   C'est formidable, Madame Girard!
   Je vais très bien aussi.

4. **Songs**

   Review the songs taught in kindergarten and Grade 1.

# Unit 3: Names

## Objectives

The children will be able to

- ask another child for his/her name in French
- respond to the question *Comment t'appelles-tu?*

## Motivation

The teacher asks several children for their names in English and says: "Would you like to be able to say this in French?"

## Materials

Tape of the lesson

## Procedure

1. The following expressions will be taught in this lesson:

   la maîtresse
   le maître
   un garçon
   une fille
   mes élèves
   je suis
   vous êtes
   tu es

2. The teacher points to herself/himself and says: *Je m'appelle Madame (Mlle., M.)* _____. Walking around the room and pointing to several children the teacher says: *Tu t'appelles Paul, tu t'appelles Philippe, tu t'appelles Marie.* (A list of French first names is attached to the unit.)
3. The teacher says again to a few children: *Je m'appelle Madame (Mlle., M.)* _____. After a while a child starts the ball rolling with the response *Je m'appelle . . .* The teacher enthusiastically utters words of praise and continues by asking the question: *Comment t'appelles-tu?*
4. The question and answer are repeated in chorus.



## Summary

The class engages in a two-minute round robin of *Comment t'appelles-tu?* and the answer *Je m'appelle . . .* Immediate assistance is given whenever necessary.

## Follow-Up

1. Daily warm-ups containing previously learned material are used.
2. The teacher introduces again the song *Frère Jacques* by letting the children hear the song several times. This is repeated during the follow-up lessons of the unit.
3. The teacher continues by saying to the class: *Je m'appelle Mme (Mlle, M) . . .* This will preface a round robin of *Comment t'appelles-tu?* and *Je m'appelle . . .*
4. Words of praise are added to those the children already know:

   C'est formidable!
   C'est magnifique!
   Excellent!
   Très bien!

   The children are encouraged to use these expressions on signal.
5. The children hear an expanded dialogue throughout the follow-up period. Volunteers act it out with puppets.

   Paul: Bonjour.
   Lucette: Bonjour.
   Paul: Comment t'appelles-tu?
   Lucette: Je m'appelle Lucette, et toi?
   Paul: Je m'appelle Paul.
   Lucette: Ça va, Paul?
   Paul: Oui, ça va merci, et toi?
   Lucette: Ça va, merci.
   Paul: Au revoir, Lucette.
   Lucette: Au revoir, Paul.

6. **Poems**

Je m'appelle Anne Marie.
Je suis une jolie petite fille.

Je m'appelle Jean Raymond.
Je suis un beau petit garçon.

Teach the expressions *une petite fille* and *un garçon* before teaching the poem.

7. **Songs**

a. *Je M'appelle Marie Dupont*
(To the tune of *Mary Had a Little Lamb)*

Je m'appelle Marie Dupont,
Marie Dupont, Marie Dupont
Je m'appelle Marie Dupont
Et comment t'appelles-tu?

b. The song *Comment Vas-Tu Mon Ami?* (Unit 2) is expanded to include *Comment T'appelles-Tu?* This is sung to the tune of *Mary Had a Little Lamb*.

Comment t'appelles-tu petite fille, tu petite fille,
tu petite fille?
Comment t'appelles-tu petite fille?
Je m'appelle Anne Marie.

Comment vas-tu mon amie, mon amie, mon amie?
Comment vas-tu mon amie?
Je vais très bien, merci.

## Additional Material for Grade 1

1. The vocabulary and expressions taught in kindergarten are reviewed.
2. The following are additional questions and responses:

a. Comment vous appelez-vous?
Je m'appelle . . . et vous?

b. Comment s'appelle-t-il?
Il s'appelle . . .



c. Comment s'appelle-t-elle?
Elle s'appelle . . .

d. Est-ce qu'elle s'appelle Marie?
Non, elle s'appelle . . .

e. Est-ce qu'il s'appelle Jean?
Non, il s'appelle . . .

3. **Games**

a. *Simon Dit* is played with commands that have been reviewed and newly introduced.

b. *Il S'Appelle—Elle S'Appelle*
Children bring in pictures of boys and girls. The pictures are put into a shopping bag or box. The class is divided into two teams. One child of each team picks a picture and says either *Il s'appelle . . .* or *Elle s'appelle . . .* adding a suitable name. The team that uses the correct pronoun more often wins.

4. **Songs**

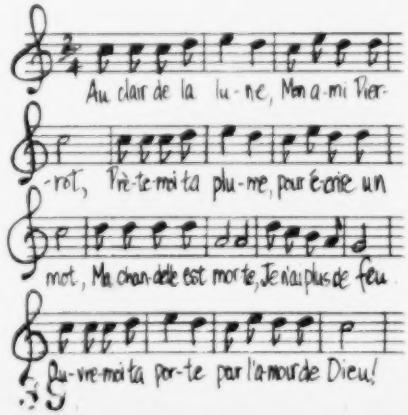
a. (To the tune of *All Around the Mulberry Bush* — with a slight variation)

Je m'appelle Louis Renault
Qui êtes-vous, qui êtes-vous?
Je m'appelle Louis Renault
Comment vous appelez-vous?

b. *Au Claire de la Lune*

c. *Frère Jacques*

**Au clair de la lune**

Au clair de la lune, mon ami Pierrot,
Prête-moi ta plume pour écrire un mot.
Ma chandelle est morte, je n'ai plus de feu.
Ouvre-moi ta porte pour l'amour de Dieu.

Au clair de la lu-ne, Mon a-mi Pier-
-rot, Prê-te-moi ta plu-me, pour é-crire un
mot, Ma chan-delle est mor-te, Je n'ai plus de feu
Ou-vre-moi ta por-te par l'a-mour de Dieu!

## Additional Material for Grade 2

1. Review of language patterns, vocabulary and expressions taught in kindergarten and Grade 1.
2. Teach the concept of choice questions:

   Est-ce tu t'appelles Marie ou Juliette?
   Est-ce qu'il s'appelle Paul ou Pierre?
   Est-ce qu'elle s'appelle Dianne ou Henri?
3. Introduce questions relating to names of members of the family and animals:

   a. Comment s'appelle ta mère?
   ton père?
   ton père?
   ta soeur?
   ton frère?

   b. *As-tu un chien?* If the answer is *oui*, ask the question *Comment s'appelle-t-il?*

   c. Repeat the exercise shown above with all animals learned in kindergarten and Grade 1.

   Of course, there will be much laughter when a child is asked *As-tu un éléphant?*

   d. In connection with the exercise shown in b and c, the response *Oui* can be expanded to *Oui, j'ai un chien* or *Non, je n'ai pas de chien.*
4. **Games**

   a. *Simon Dit*

   b. Variations of *Il* or *Elle S'Appelle.*
   Place slips showing the English names of the children in a box. Each child gets a turn at picking out a name, reading it and saying *Il s'appelle* or *Elle s'appelle.* This also can become a team game.

**Comment t'appelles-tu?**

| Garçons | | Petites Filles | |
|---|---|---|---|
| Alain | Jacques | Adèle | Jacqueline |
| Albert | Jean | Agnès | Jeanne |
| Alfred | Jules | Alice | Jeannette |
| André | Laurent | Aimée | Julie |
| Antoine | Léon | Anne | Laure |
| Arnaud | Louis | Babette | Lucie |
| Charles | Marc | Béatrice | Madeleine |
| David | Michel | Berthe | Marguerite |
| Édouard | Patrice | Caroline | Marianne |
| Étienne | Philippe | Carole | Marie |
| Eugène | Pierre | Catherine | Marthe |
| François | Richard | Cécile | Manon |
| Frédéric | Robert | Claire | Nanette |
| Gautier | René | Charlotte | Olivie |
| Geoffroi | Salomon | Dorothée | Paule |
| Georges | Timothée | Éléonore | Perle |
| Gérald | Théodore | Élizabeth | Rose |
| Guillaume | Thomas | Émilie | Pricille |
| Henri | | Ève | Sara |
| | | Éveline | Suzanne |
| | | Françoise | Suzette |
| | | Hélène | Sylvie |
| | | Henriette | Sophie |
| | | Irène | Thérèse |
| | | | Véronique |
| | | | Virginie |
| | | | Vivienne |

# Unit 4: Classroom Commands

## Objective

The children will be able to respond automatically to classroom commands and instructions.

## Motivation

The teacher plays the game *Simon Says* in English using the commands they will ultimately learn to say in French, such as stand up, sit down, touch your head, clap hands and open your mouth. The teacher then asks the children if they would like to learn to play the game in French.

## Materials

Tape of the lesson

## Procedure

1. In the warm-up, previously learned material, such as *Bonjour, mes élèves, Ça va?, Comment t'appelles-tu?,* the poem *Je Suis Poli* and the song *Frère Jacques* are reviewed.
2. The teacher reviews the commands *Levez-vous, s'il vous plaît!* and *Asseyez-vous, s'il vous plaît!* The children repeat the commands in chorus.
3. The teacher presents a new command by clapping her hands and saying: *Battez des mains, s'il vous plaît!*
4. Choral repetition of the three commands, namely *Levez-vous!, Asseyez-vous!* and *Battez des mains!,* follows. Individual children give the three commands to their classmates.
5. The teacher presents the song *Chanson de Directions* (to a slightly modified tune of *All Around the Mulberry Bush*).

   Mes enfants, levez-vous, levez-vous, levez-vous
   Mes enfants, levez-vous, levez-vous ensemble.
   Mes enfants, asseyez-vous, asseyez-vous, asseyez-vous
   Mes enfants, asseyez-vous, asseyez-vous ensemble.
   Mes enfants, battez des mains, battez des mains, battez des mains
   Mes enfants, battez des mains, battéz des mains ensemble.

   The children hear the song several times on tape or "live." They then repeat it line by line and finally sing it with the teacher or the tape.

## Summary

The children play the game *Simon Dit,* using only the three commands of the song.

## Follow-Up

1. The children review the song *Chanson de Directions* for mastery.
2. The game *Simon Dit* or *S'Il Vous Plaît* is continued. The teacher adds one new command a day:
   a. Montrez-moi la tête.
   b. Montrez-moi la bouche.
   c. Montrez-moi le nez.
   d. Ouvrez la bouche.
   e. Fermez la bouche.
   f. Regardez à droite. Regardez à gauche.
3. **Game**
   a. *Simon Dit:* As in the English game, the children respond to the command only when it is prefaced by *Simon Dit.*
   b. *S'Il Vous Plaît:* This is played as *Simon Dit* except that if the command is not followed by *S'Il Vous Plaît,* the children do not obey the command.

4. **Poem**

A droite!
A gauche!
Debout!
Assis!
C'est formidable!
Oui! Oui! Oui!

## Additional Material for Grade 1

1. The teacher reviews the songs, games and poems taught in unit 4 in kindergarten.
2. The following commands are added:

a. Allez à la porte!
b. Ouvrez la porte!
c. Fermez la porte!
d. Tournez à droite!
e. Tournez à gauche!
f. Regardez la fenêtre, la porte, etc.
g. Montrez-moi le tableau, etc.
h. Chantez (name of song)!

The teacher may use the *tu* form of the command.

3. **Game**

*Jeu de Directions:*

Divide the class into two teams. A child from one team gives a command to a child of the other team. The expression *S'il vous plaît* must be used after the command. If the child responds correctly, his/her team scores a point.

4. **Song**

*Chanson de Directions:*

Expand the song taught in kindergarten to include other commands:

Mes enfants, tapez des pieds.
Mes enfants, touchez la tête.
etc., etc., etc.





## Additional Material for Grade 2

1. The teacher reviews the commands, songs, games, poems of Kindergarten and Grade 1.
2. Additional commands are as follows:

a. Prenez le cahier.
b. Donnez le cahier à Marie.
c. Allez au tableau noir.
d. Écrivez votre nom.
e. Effacez le tableau noir.
f. Retournez à votre place.

The teacher may use the *tu* form of the command.

3. **Game**

Same as in Grade 1 with expanded commands.

4. **Song**

Marchons mes enfants,
Marchons très vite marchons.
A droite marchons
Et à gauche marchons.
Touchez les cheveux,
Aussi touchez le nez.
Touchez les cheveux
Et touchez le nez.
Tapez des pieds,
Aussi battez des mains.
Tapez des pieds
Et battez des mains.

# Unit 5: The Classroom

## Objectives

The children will be able to:

- identify objects and people associated with the classroom
- respond to the question *Qu'est-ce que c'est?*

## Motivation

The teacher points to objects in the classroom and asks the question in English: "What is this?" After a short drill in English, the teacher picks up a pencil and says in French: *Un crayon.* This is repeated by the pupils several times. Finally the teacher says: *Qu'est-ce que c'est?* and waits for at least one child to say: *Un crayon.* If no child in the class responds, the teacher uses the puppets to ask and answer the question. The children then respond to *Qu'est-ce que c'est?* Now the teacher tells the children that they are going to learn how to say other classroom words in French.

## Materials

Puppets
Tape of the lesson
Large picture of a classroom

## Procedure

1. The warm-up includes a review of greetings, names and commands.
2. The target vocabulary and expressions of this lesson are as follows:

   Qu'est-ce que c'est?
   le crayon
   le cahier
   le stylo
   le tableau
   la salle de classe

3. The teacher points to a picture of a classroom or to the classroom itself and says: *La salle de classe.* The pupils repeat this several times in chorus and then individually. The puppets are then introduced. One points to the picture saying: *Qu'est-ce que c'est?* and the other responds with *La salle de classe.* The first puppet counters with: *C'est formidable.* The question is then directed to the children.
4. The above procedure is repeated with *le cahier, le stylo, le tableau (noir).*

## Summary

A child plays teacher and pointing to the four objects asks: *Qu'est-ce que c'est?*

## Follow-Up

1. The following vocabulary and expressions will be added to those taught in the first lesson:

   | | |
   |---|---|
   | la porte | la petite fille |
   | la fenêtre | la maîtresse |
   | la chaise | le maître |
   | la table | voici |
   | le garçon | où est |

2. The teacher uses the same procedure in teaching the new vocabulary as was used in the first lesson. Not more than two or three words should be taught in one lesson.
3. The teacher introduces *Où est . . . ?* and *voici* in preparation for presenting the poem *Où Est le Crayon?* The teacher asks the puppet: *Où est le crayon?* and the puppet answers: *Voici le crayon.* The children engage in a brief drill using the four objects learned the first day of the unit.

4. **Poem**

   *Où Est le Crayon?*

   Où est le crayon?
   Le crayon est ici.
   Le crayon est grand?
   Non, le crayon est petit.

5. **Game**

   The teacher asks the children to bring in pictures of the classroom objects they can say in French. Pictures are put in a bag. A child picks out a picture and asks the class *Qu'est-ce que c'est?* The volunteer who gives the correct answer has a chance to pick out a picture.

6. **Songs**

   The songs learned in previous unit are reviewed.

## Additional Material for Grade 1

1. The teacher reviews all the classroom vocabulary taught in Unit 5 in kindergarten using the questions *Qu'est-ce que c'est?* and *Où est . . . ?*
2. The teacher reviews the poem shown in item 4 of the follow-up.
3. The new vocabulary includes the following:

| | | |
|---|---|---|
| le plafond | un livre | vert |
| le plancher | un cahier | petit |
| le mur | rouge | grand |
| sur | bleu | ici |
| sous | | |

4. The teacher presents the concept of *sur* and *sous* holding an object on or under a table saying at the same time *Le cahier est sur la table* or *le cahier est sous la table.* Several objects are used in this manner and choral repetition follows the presentation of each sentence. Individual responses which are elicited after the choral repetitions are checked for accuracy in the pronunciation of the *ü* and *ou* sounds.



5. Puppets are used to answer the question *Où est . . . ?* Choral and individual answers by children follow.
6. **Game**

   A child is given an object. He/she is told to put it either on or under the table. His neighbor is then asked: *Où est le . . . ?* The child who answers the question correctly takes the object and continues the game by asking the next child the same question.

7. **Poem**

   Review *Où Est le Crayon?* using other objects as shown in the following:

   *Où Est le Livre?*

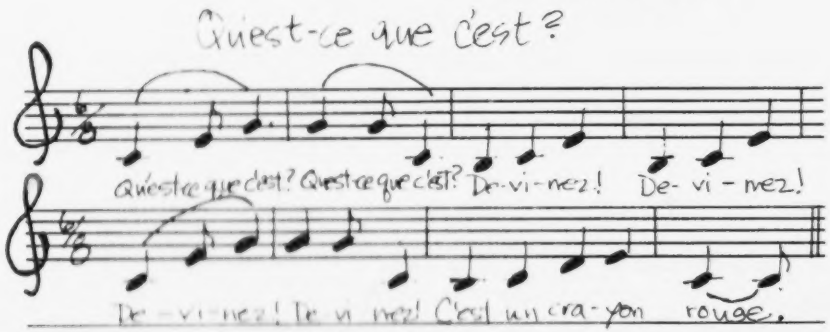
   Où est le livre?
   Le livre est ici.
   Le livre est grand?
   Non, le livre est petit.

8. **Song**

   *Qu'est-ce Que C'est? Qu'est-ce Que C'est?*

   Qu'est-ce que c'est? Qu'est-ce que c'est?
   Devinez. Devinez.
   Qu'est-ce que c'est? Qu'est-ce que c'est?
   C'est un crayon rouge.

   Repeat, changing last sentence to: C'est un cahier bleu.
   C'est un livre vert.



## Additional Material for Grade 2

1. The teacher reviews the vocabulary and expressions taught in kindergarten and grade 1.
2. The teacher reviews the use of *sur* and *sous*.
3. *Devant* and *derrière* are introduced by means of the methodology used in grade 1.
4. After the use of the four prepositions has been mastered, *dans* may be presented.
5. The following new vocabulary and expressions are taught:

| | |
|---|---|
| Tu as . . . ? | il y a |
| J'ai . . . | un papier |
| un, une, les | un bureau |
| Je suis | un crayon |
| Je parle | une gomme |
| français | |
| anglais | |

6. **Procedure for Teaching *Tu as . . . ? and J'ai . . .***

   One puppet asks another: *Tu as un crayon?* The other puppet has a pencil between its hands and answers: *Oui, j'ai un crayon.* Classroom objects are given to several children and they are asked the same question, *Tu as un crayon?* The first few children may require assistance with the answer. After this procedure has been well established, a round robin exercise might be used. One child asks another a choice question: *Tu as un crayon ou un papier?*

7. **Game**

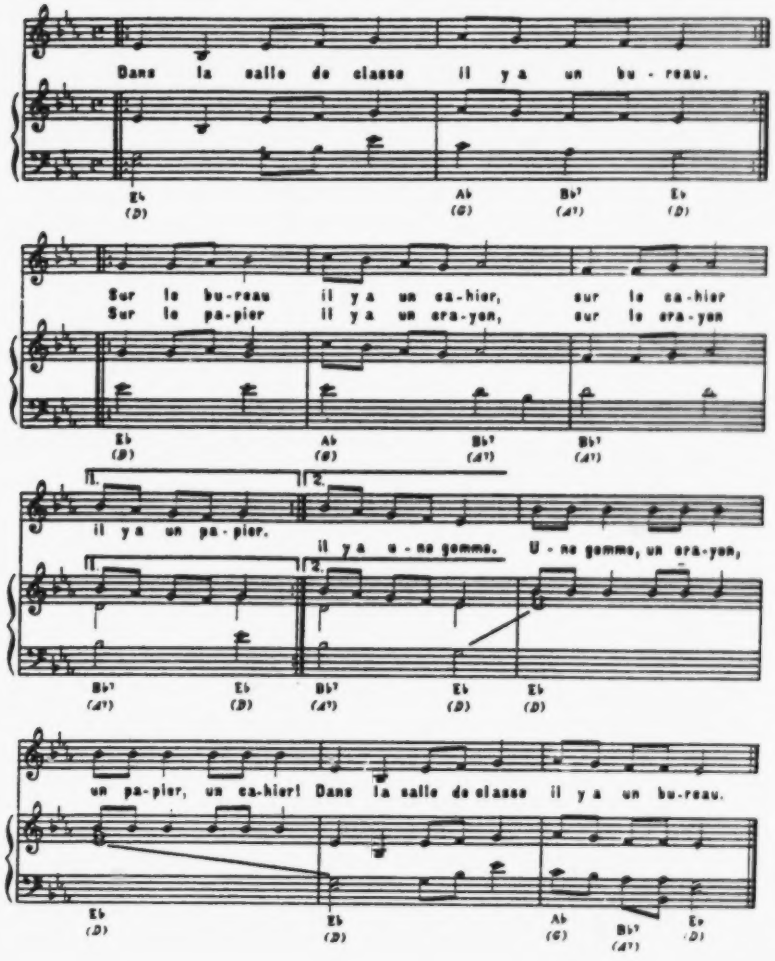
   Unlined sheets of paper are divided into four parts. In each area a classroom object which the children have learned in kindergarten and grade 1 is drawn. About 16 drawings will probably be needed. These are xeroxed so that each child will have at least two drawings. The pictures are distributed after the class has been divided into teams. A child shows the pictures to children of his or her team and says: *Qu'est-ce que c'est?* If a child answers correctly, a point is scored. It is now the turn of the child on the other team and thus the game continues until all children have had a turn.

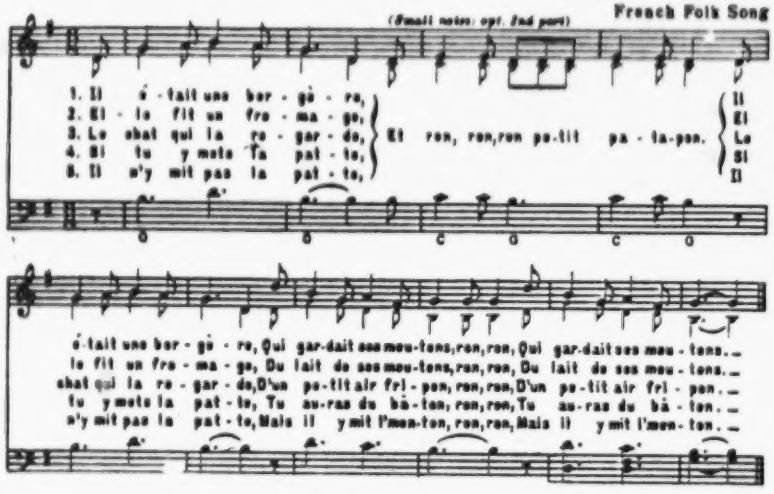
8. **Song**

a. *Dans la Salle de Classe*

b. *Je Suis un Elève* (to the tune of *Il Etait une Bergère*

Je suis un élève
J'aime parler, j'aime parler
Je suis un élève
Je parle bien français, français
Je parle bien français

# DANS LA SALLE DE CLASSE

Dans la salle de classe il y a un bu - reau.
Sur le bu-reau il y a un ca-hier, sur le ca-hier
Sur le pa-pier il y a un cra-yon, sur le cra-yon
1. il y a un pa-pier.
2. il y a u - ne gomme. U - ne gomme, un cra-yon,
un pa-pier, un ca-hier! Dans la salle de classe il y a un bu-reau.

# Il était une bergère

French Folk Song
1. Il é - tait une ber - gè - re,
2. Et - le fit un fro - ma - ge,
3. Le chat qui la ro - gar - de,
4. Si tu y mets ta pat - te,
5. Il n'y mit pas la pat - te,
Et ron, ron, ron petit pa - ta-pon.
é-tait une ber - gè - re, Qui gar-dait ses mou-tons, ron, ron, Qui gar-dait ses mou - tons.
le fit un fro - ma - ge, Du lait de ses mou-tons, ron, ron, Du lait de ses mou - tons.
chat qui la ro - gar - de, D'un pe-tit air fri - pon, ron, ron, D'un pe-tit air fri - pon.
tu y mets la pat - te, Tu au-ras du bâ - ton, ron, ron, Tu au-ras du bâ - ton.
n'y mit pas la pat - te, Mais il y mit l'mon-ton, ron, ron, Mais il y mit l'mon - ton.

# Unit 6: The Days of the Week

## Objective

Children will be able to
- name the days of the week
- respond to the question *Quel jour est-ce aujourd'hui?*

## Motivation

1. The teacher points to each day of the week on the English calendar and elicits the days from the children in English.
2. The teacher shows the children two calendars, one in English, the other in French and says: "This calendar tells you the days of the week in English and that one tells you the days of the week in French. You already know all the days of the week in English. How would you like to say the days in French?"

## Materials

Two calendars, French and English
Picture of a school
Tape of the lesson
Puppet

## Procedure

1. After the children have indicated that they know the days of the week in English, the teacher points to Monday on the English calendar and then on the French calendar and says: *Lundi.* The teacher continues this procedure for the other days of the week. During this procedure the children merely listen.
2. The teacher holds up a puppet and asks it pointing to Monday: *Quel jour est-ce aujourd-hui?* The puppet answers: *Lundi.* The teacher continues with this procedure until the pupils have heard the question and answer several times.
3. Now the teacher practices the days by means of choral and individual repetitions.
4. Saying the days in rhythm will aid the memory.

   Lundi, mardi, mercredi
   Lundi, mardi, mercredi
   Et maintenant jeudi
   Vendredi, samedi
   Vendredi, samedi
   Et maintenant dimanche.
5. Singing the days of the week to the tune of *Frère Jacques* is not only fun for the children, but it is another excellent memory aid:

   Lundi, mardi
   Lundi, mardi
   Mercredi
   Jeudi
   Maintenant c'est vendredi
   Maintenant c'est samedi
   Et dimanche
   Et dimanche
5. The teacher now points to each day on the calendar and asks the class: *Quel jour est-ce aujourd'hui?* The teacher elicits the group response: *C'est lundi (mardi, mercredi, etc.).*
6. In teaching children to ask the question *Quel jour est-ce aujourd'hui?*, the backward build-up technique should be used.
7. Individual responses are now elicited to the question *Quel jour est-ce aujourd'hui?*

## Summary

The puppet asks volunteers to say the days of the week in order.

## Follow-Up

1. The following new vocabulary and expressions are introduced:

   Où vas-tu?
   Je vais . . .
   et aussi

2. The days of the week are reviewed every day with the calendar as the starting point. The teacher points to a particular day and asks the question *Quel jour est-ce aujourd'hui?*
3. There are daily choral recitations of the days of the week. These are done in rhythm and in song.
4. In a round robin exercise each child asks another child *Quel jour est-ce?* The child who responds starts with the first school day. Each succeeding child gives the next day.
5. The teacher reintroduces the word *aujourd'hui* in preparation for the song *Quel Jour Est-ce?*
6. The teacher presents the following dialogue:

   Bonjour.
   Bonjour.
   Ça va?
   Oui, ça va, merci.
   Je vais à l'école.
   A l'école? Quel jour est-ce?
   C'est lundi.
   Ah oui, lundi. Au revoir.

7. **Poem**

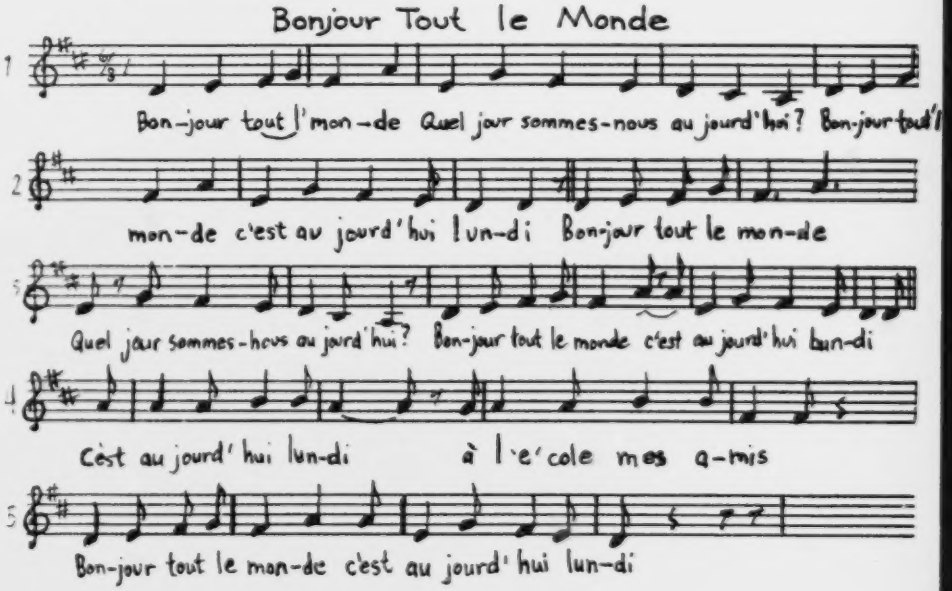
   Je vais à l'école le lundi
   Le mardi et le mercredi
   Je vais à l'école le jeudi
   Et aussi le vendredi

8. **Songs**

   a. Bonjour tout le monde
   Quel jour est-ce aujourd'hui?
   Bonjour tout le monde
   C'est aujourd'hui lundi
   C'est aujourd'hui lundi
   A l'école mes amis.
   Bonjour tout le monde
   C'est aujourd'hui lundi.

   b. *La Semaine* — from *Salut les Jeunes*

9. Each child selects a day of the week. A child asks another child *Comment t'appelles-tu?* and the child answers, *Je m'appelle* (whatever day the child selected). The child that gives his/her real name is out of the game.


Bonjour Tout le Monde
Bon-jour tout l'mon-de Quel jour sommes-nous au jourd'hui? Bon-jour tout l'
mon-de c'est au jourd'hui lun-di Bon-jour tout le mon-de
Quel jour sommes-nous au jourd'hui? Bon-jour tout le monde c'est au jourd'hui lun-di
C'est au jourd'hui lun-di à l'e'cole mes a-mis
Bon-jour tout le mon-de c'est au jourd'hui lun-di

La Semaine
Quels sont les jours de la se-maine? Quels sont les jours de la se-maine?
Lun-di, mar-di, mer-cre-di, jeu-di, ven-dre-di, same-di, puis di-manche.

## Additional Material for Grade 1

1. The teacher reviews the vocabulary and the expressions taught in kindergarten stressing the days of the week and the two following questions:

   a. Quel jour est-ce? C'est . . .

   b. Où vas-tu? Je vais à l'école.

2. The teacher introduces new vocabulary that will vary the answers to the question *Où vas-tu?* and that will enrich the dialogue learned in kindergarten:

   à l'église
   au cinéma
   au parc
   Je reste chez moi
   Je suis malade
   à demain
   C'est dommage
   Comment ça va?
   Pas très bien.

3. The dialogue taught in kindergarten is extended:

   Bonjour, Paul.
   Bonjour, Marie.
   Comment ça va, Paul?
   Pas très bien, Marie.
   Tu vas à l'école aujourd'hui?
   Non, pas aujourd'hui. Je suis malade.
   C'est dommage!
   Au revoir. A demain.

4. The following questions and answers are practiced for mastery:

   a. Où vas-tu le lundi? Le lundi je vais à l'école.
   b. Où vas-tu le dimanche? Le dimanche je vais à l'église.
   Le dimanche je reste chez moi.
   c. Où vas-tu le samedi? Le samedi je vais au cinéma.

5. **Poem**

   In preparation for the poem the teacher reviews the expressions relating to weather.

   C'est lundi et il fait beau.
   Il ne fait ni froid ni chaud.
   C'est mardi. Il fait froid.
   Il pleut aussi. Je reste chez moi.

6. **Song**

   To the tune of *All Around the Mulberry Bush.*

   Où vas-tu le lundi, le lundi, le lundi?
   Où vas-tu le lundi avec tes amis?
   Le lundi je vais à l'école, à l'école, à l'école,
   Le lundi je vais à l'école avec mes amis.

   Où vas-tu le samedi, le samedi, le samedi?
   Où vas-tu le samedi avec ton papa?
   Le samedi je vais au cinéma, au cinéma, au cinéma,
   Le samedi je vais au cinéma avec mon papa.

   Où vas-tu le dimanche, le dimanche, le dimanche?
   Où vas-tu le dimanche avec ta famille?
   Le dimanche je reste chez moi, je reste chez moi,
   je reste chez moi.
   Le dimanche je reste chez moi avec ma famille.

7. **Game**

   *Devinez! Devinez!*

   The class is divided into two teams. A child from each team stands near the calendar. The child from team A points to a day of the week and a child from his/her team answers the question *Quel jour est-ce?* The child with its back to the calendar has three chances to guess the right day. If the child names the right day, his/her team scores a point and the other team selects a child to answer the question. If the child from A team does **not** guess correctly after naming three days, the other team scores.



## Additional Material for Grade 2

1. The material taught in kindergarten and grade 1, including dialogues, songs and poems is reviewed.
2. The following new words and expressions are introduced:

| | |
|---|---|
| demain | Quelle chance! |
| hier | Nous allons |
| mon copain | Tiens! |
| au cirque | Tu as raison. |
| au magasin | l'école recommence |
| pas mal | |
| avec | |
| elle va bien? | |
| Il va bien? | |

3. The following dialogues are to be taught in grade 2:

   a. Henri: Georges, comment vas-tu?
   Georges: Très bien, et toi?
   Henri: Pas mal, merci.
   Georges: Ta mère, elle va bien?
   Henri: Oui, très bien.
   Georges: Ton chien, il va bien aussi.
   Henri: Je n'ai pas de chien.

   b. Henri: Où vas-tu samedi?
   Georges: Je vais au cirque.
   Henri: Et dimanche?
   Georges: Au parc.
   Henri: Et lundi?
   Georges: A l'école.

4. Ordinal numbers can be introduced by having the children repeat the following sentences in rhythm:

   Lundi est le premier jour de la semaine. Mardi est le deuxième jour de la semaine. Mercredi est le troisième . . . etc., etc.

   In time the children can be asked to respond to the question *Quel est le premier jour de la semaine?*

5. **Poems**

   a. Addition to the poem of Grade 1.

   C'est lundi, il fait beau
   Il ne fait ni froid ni chaud.
   C'est mardi. Il fait froid.
   Il pleut aussi. Je reste chez moi.
   C'est mercredi! La neige est ici.
   C'est l'hiver! C'est aussi la vie!

   b. Bonjour lundi
   Comment va mardi
   Très bien mercredi
   Dites à jeudi
   De venir vendredi
   Avec samedi
   Dîner dimanche.

6. **Songs**

   The following songs are reviewed:

   *Bonjour Tout le Monde*
   *La Semaine*
   *Où Vas-tu le Lundi?*

7. **Game**

   The teacher writes the numbers one to seven on the blackboard. Class is divided into two teams. Two volunteers of each team come up to the blackboard. The teacher asks child one of Team A: *Quel est le premier jour de la semaine?* If the child answers correctly, the team scores a point and the teacher writes in the day **near** number 1. She then asks the first child of Team B the question: *Quel est le cinquième jour de la semaine?* Again, if the answer is correct, the teacher fills in line five and the team scores. If the child's answer is incorrect, the child sits down. Another child from that team comes up and the opposite team scores the point. The game continues until all the days have been written on the board.

# Unit 7: Parts of the Body

## Objective

The children will be able to use vocabulary items relating to parts of the body.

## Motivation

1. The teacher displays poster cards with illustrations of parts of the body and says: "Can you tell us what these pictures show us? Raise your hand, if you can tell us the name of each of these parts of the body.
2. The teacher calls on individuals to give the English word for each item and then asks for choral repetition of these words in English.
3. The teacher says: "We are going to learn the French words for the parts of the body. When we have practiced our new French words enough, we will be able to do many things, such as play a game, recite a poem, sing a song and even do a dance."

## Materials

Pictures of parts of the body
Music: *Hansel and Gretel* — "With the feet go tap, tap, tap, etc."

## Procedures

1. The teacher begins with a brisk warm-up, particularly of names and classroom commands.
2. Using the pictures, the teacher models the new French vocabulary:

| | |
|---|---|
| la tête | la bouche |
| les yeux | les mains |
| le nez | les pieds |

3. The teacher asks for repetition of the vocabulary by the entire class, small groups and individuals as each item is shown on the picture.
4. The teacher instructs the class to stand by saying: *"Et maintenant, classe, levez-vous. Touchez et nommez,* which means touch and name. Say after me and do as I do."

The teacher models actions and the vocabulary:

| | |
|---|---|
| la tête..... | Places hands on head |
| les yeux..... | Points to eyes |
| le nez..... | Touches nose |
| la bouche..... | Touches mouth |
| les mains..... | Wiggles hands |
| les pieds..... | Bends and touches feet with hands |

The class joins in the activity and repeats the vocabulary. The teacher presents the expressions in the order shown above.

5. The target vocabulary and the gestures are now presented and repeated out of order.
6. The teacher says: "Now boys and girls, we can play a game. I will say the French word but I will not show you the part of the body. You will say the French word and point to the part of the body it names. Are you ready?" The teacher first says words in the order of original presentation. Then the teacher presents the words out of order.
7. Frequent and effusive compliments are used by the teacher to encourage the class. *Bravo! Magnifique! Excellent! Formidable!*

## Summary

The teacher instructs the class to sit down by saying: *"Et maintenant, mes élèves, asseyez-vous.* Boys and girls, you did so well today. (Pointing to pictures.) Raise your hand if you can tell us the French name for the part of the body I am pointing to." Allow time for individuals to respond and after each response the teacher models the word for choral repetition.

## Follow-Up

Subsequent lessons in this unit should include drill of target vocabulary in the warm-up. The following activities are used to expand and reinforce the core of the unit.

1. **Games**

   a. *Touchez et Nommez* — The teacher touches a part of the body and the class must provide the French name.

   b. *Nommez et Touchez* — The teacher says the French name of a part of the body (without gesture) and the class must repeat the French word and point to the part of the body.

2. Rhyme with Actions: *Posez, S'il Vous Plaît!*

| | **Actions** | **English Version** |
|---|---|---|
| Battez des mains! | Clap 3 times | Clap your hands |
| Tapez des pieds! | Tap 3 times left, right, left | Tap your feet |
| Touchez le nez! | Touch nose | Touch your nose |
| Posez, s'il vous plaît | Pose in free choice style | Please strike a pose |

3. **Song and Dance**

   To the tune of *Hansel and Gretel*

   Les deux pieds font: tapp, tapp, tapp!
   Les deux mains font: klapp, klapp, klapp!
   Un pas ci, un pas là,
   Un petit tour et puis voilà.

   La tête fait: nick, nick, nick!
   Les petits doigts font: tick, tick, tick!
   Un pas ci, un pas là,
   Un petit tour et puis voilà.

   With the feet go tap, tap, tap,
   With the hands go clap, clap, clap,
   Point your right and left foot now
   One little turn and then we bow.

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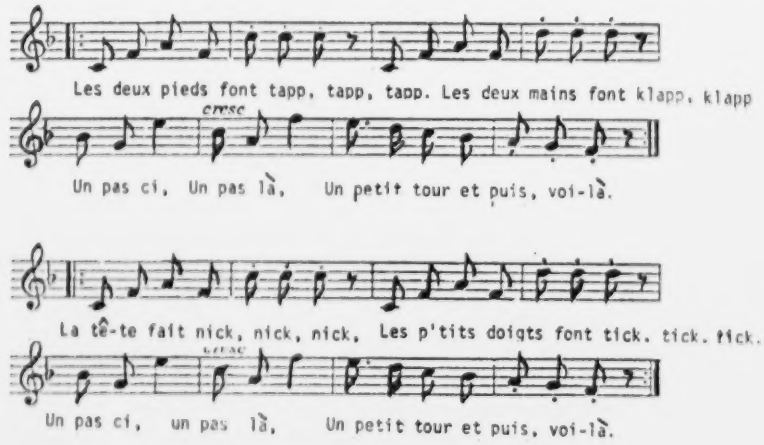
With the head go nip, nip, nip
With the fingers snip, snip, snip
Point your right and left foot now
One little turn and then we bow.

*Actions*

Feet tap left, right, left
Clap hands three times.
Point right foot, point left foot.
One turn around in place, boys bow, girls curtsy.

Move head side to side, left, right, left.
Fingers snap three times.
Point right foot, point left foot.
One turn around in place, boys bow, girls curtsy.

Additional reinforcement is achieved by having this done by smaller groups and by individual students. The children love to perform for each other.

Les Deux Pieds (to: Hansel and Gretel)

Les deux pieds font tapp, tapp, tapp. Les deux mains font klapp, klapp
Un pas ci, Un pas là, Un petit tour et puis, voi-là.
La tê-te fait nick, nick, nick, Les p'tits doigts font tick, tick, tick.
Un pas ci, un pas là, Un petit tour et puis, voi-là.



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## Additional Materials for Grade 1

Allow time for sufficient review of kindergarten skills and activities pertaining to this unit.

1. Expand vocabulary to include:

| | |
|---|---|
| les cheveux | le cou |
| les oreilles | l'estomac |
| les dents | les doigts |
| la langue | les jambes |

2. Expand games *Touchez et Nommez* and *Nommez et Touchez* to include the new vocabulary.

3. **Song**

   Present the new song with actions to reinforce the vocabulary for *Parts of the Body:*

   *Savez-Vous Planter les Choux?*

   Savez-vous planter les choux,
   A la mode, à la mode?
   Savez-vous planter les choux,
   A la mode de chez nous?

   On les plante avec les pieds,
   A la mode, à la mode,
   On les plante avec les pieds,
   A la mode de chez nous.

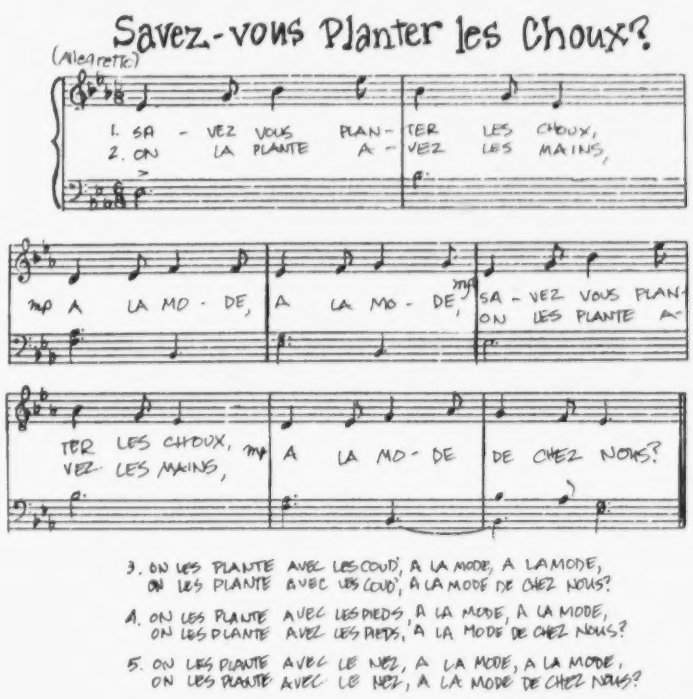
   *Additional Verses:*

   On les plante avec les mains . . .
   On les plante avec les doigts . . .
   On les plante avec les coudes . . .
   On les plante avec les jambes . . .

   Appropriate gestures should be used to signify particular parts of the body.

4. Explain rules and procedures for the game *Simon Dit* (Simon Says):

   *Sample Commands:*

   Simon dit: Levez-vous!
   Simon dit: Asseyez-vous!
   Simon dit: Touchez la tête, le nez, etc.
   Simon dit: Posez!
   Simon dit: Battez des mains!
   Simon dit: Tapez des pieds!
   Simon dit: Un petit tour!

Savez-vous Planter les Choux?
(Allegretto)
1. SA - VEZ VOUS PLAN - TER LES CHOUX,
2. ON LA PLANTE A - VEZ LES MAINS,
mp A LA MO - DE, A LA MO - DE,
SA - VEZ VOUS PLAN-
ON LES PLANTE A-
TER LES CHOUX,
VEZ LES MAINS,
A LA MO - DE
DE CHEZ NOUS?
3. ON LES PLANTE AVEC LES COUD, A LA MODE, A LA MODE,
ON LES PLANTE AVEC LES COUD, A LA MODE DE CHEZ NOUS?
4. ON LES PLANTE AVEC LES PIEDS, A LA MODE, A LA MODE,
ON LES PLANTE AVEC LES PIEDS, A LA MODE DE CHEZ NOUS?
5. ON LES PLANTE AVEC LE NEZ, A LA MODE, A LA MODE,
ON LES PLANTE AVEC LE NEZ, A LA MODE DE CHEZ NOUS?

## Additional Materials for Grade 2

Allow time for sufficient review of kindergarten and first grade skills and activities.

1. Expand vocabulary to include the following:
   droit (e) à droite
   gauche à gauche
   Je me lève.
   Je m'assieds.
   Je suis debout.
2. **Game**

   *Qui est-ce?*

   *Dessinez une image d'un ami.* (Draw a picture of a friend.) Instruct the children to draw a picture of a person. They are to point out parts of the body, and name them in French. *Qui est-ce? C'est Paul. (C'est Marie. C'est Robert. C'est moi.) Voici le nez. Voici la bouche. Voici les pieds, etc.*
3. **Poem**

   The teacher models a poem and demonstrates appropriate action. The teacher elicits the meaning of the poem, models it line by line and allows for choral repetition with appropriate actions.

   *Mon Corps et Moi*

   Je me lève, je suis debout.
   Je touche la tête, je touche le cou.

   Je tourne à droite, je tourne à gauche.
   Je couvre les yeux, je couvre la bouche.

   Je bats des mains, je lève les bras.
   Je compte les doigts, un, deux, trois.

   Je touche le nez, je touche les pieds.
   Je saute en place et je m'assieds.



*Commands*

Stand up, stand tall.
Touch the head, touch the neck.

Turn to the right, turn to the left.
Cover the eyes, cover the mouth.

Clap hands, raise arms.
Count on fingers one, two, three.

Touch the nose, touch the feet.
Jump in place, sit down.

Allow several weeks for the mastery of the poem. During the learning phase, the poem can be used as part of the warm-up phase for other lessons or as a change of pace during other lessons.

4. Individual children might produce cartoon strips illustrating each line of the poem and describe each picture by saying lines of the poem.
5. Expand the game *Simon Dit* to include activities from the poem *Mon Corps et Moi.*
6. The children can make flash cards of individual parts of the body. Use them in the game *Qu'est-ce que c'est? (What is it?)* The responses would be: *C'est la bouche, c'est le nez, etc.* Use also negative responses. Example: Show card illustrating nose. Question: *C'est la bouche?* Response: *Non, ce n'est pas la bouche. C'est le nez.*

# Unit 8: Health and Illness

## Objectives

The children will be able to

- use conversational patterns relating to health and illness
- understand the relationship between good hygiene, good nutrition, good habits and good health
- use social skills, such as acknowledging a sneeze and expressing regret

## Motivation

The teacher introduces two puppets to the class by saying: "Boys and girls, these are two of our friends. The boy's name is Guignol and the girl's name is Marie. Let us say hello in French to them . . . *Bonjour, Guignol. Bonjour, Marie.* (Class repeats.) Our friends meet in the street and because they are very polite, after they say hello, they ask 'How do you feel?'"

## Materials

Two puppets (boy and girl).

## Procedures

1. The parts of the body are reviewed.
2. Using boy and girl puppets, the teacher explains dialogue and models it in French:

   Marie: Bonjour, Guignol.
   Guignol: Bonjour, Marie. Comment vas-tu?
   Marie: Très bien, merci. Et toi?
   Guignol: Moi? Comme ci, comme ça.
   Marie: Au revoir, Guignol.
   Guignol: Au revoir, Marie.

   (See the specific directions for the presentation and teaching of dialogues.)

3. Round robin drill with target phrases:

   Comment vas-tu? Très bien, merci.
   Comment vas-tu? Comme ci, comme ça.

4. Change of Pace:
   a. Rhyme with actions: *Posez, s'il vous plaît.*
   b. Game with parts of the body: *Touchez et Nommez.*
   c. Song with parts of the body: *Les deux pieds font tapp, tapp, tapp . . .*

## Summary

"Boys and girls, we heard a conversation today. Who will tell the names of our two new friends? What did they say? Let's go over our conversation using our puppet friends." Choral recitation of dialogue by entire class follows.

## Follow-Up

The following activities are used to expand and reinforce the unit:

1. Expand vocabulary in round robin drills:

   Comment vas-tu? Pas mal, merci.
   Comment vas-tu? Je vais mal.
   Comment vas-tu? Je suis malade.
   Quel dommage. (C'est dommage.)

2. Present and drill sneeze sequence:

| | *Optional* |
|---|---|
| 1st child: (Sneeze) | Adult: (Sneeze) |
| 2nd child: A tes souhaits. | Child: A vos souhaits. |
| 1st child: Merci. | Adult: Merci. |

3. Present and drill rhyme expressing good hygiene and good health habits.

   Teacher should develop class discussion regarding sneezing and coughing in class and the proper way to handle this, as illustrated in the rhyme.

   *La Bouche et le Nez*

| | |
|---|---|
| *Couvre la bouche.* | *Cover a cough.* |
| *Essuie le nez.* | *Hide a sneeze.* |
| *Toute la classe,* | *A healthy class,* |
| *En bonne santé.* | *If you please.* |

4. **Song**

   *Belle Rosine*

   This relates good habits and good nutrition to good health. Teacher explains the content of the song: "Boys and girls, we are going to learn a song about two girls who were not as smart and grown-up as you are. Their names are Rosine and Dorinne. Rosine had a headache because she did not go to sleep early enough; Dorinne had a tummyache because she ate a lot of junk food."

   For kindergarten classes, present only these verses of the song:

   Bonjour belle Rosine. Comment allez-vous?
   Vous me faites la mine. Dites-moi, qu'avez-vous?

   C'est que j'ai mal à la tête, ce matin
   Ce qui me cause bien du chagrin.
   (Gesture: hold head to signify headache.)

   Bonjour belle Dorinne. Comment allez-vous?
   Vous me faites la mine. Dites-moi, qu'avez-vous?

   C'est que j'ai mal à l'estomac ce matin
   Ce qui me cause bien du chagrin.
   (Gesture: Hold stomach to signify tummyache.)

   Do not strive for mastery in kindergarten classes. It is sufficient for the children to recognize key phrases — *j'ai mal à la tête (l'estomac).*

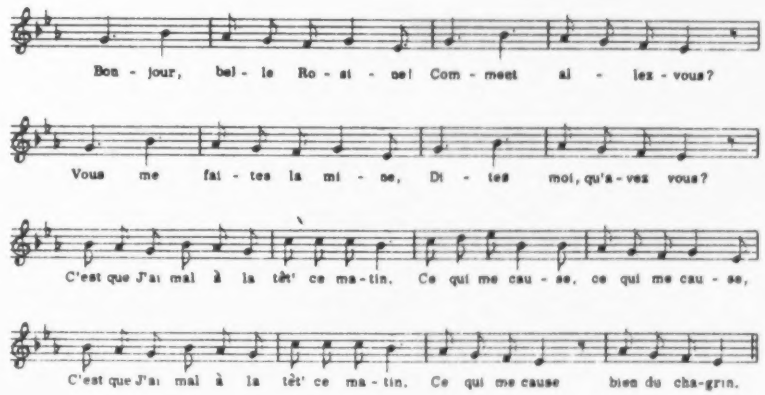




The song will be reintroduced and expanded in Grades 1 and 2.

**CHANSON**

**Bonjour, Belle Rosine!**

Bonjour, belle Rosine! Comment vous portez-vous?
Vous me faites la mine. Dites-moi, qu'avez-vous?
C'est que j'ai mal à la tête ce matin,
Ce qui me cause, ce qui me cause,
C'est que j'ai mal à la tête ce matin,
Ce qui me cause bien du chagrin.

Bon - jour, bel - le Ro - si - ne! Com - ment al - lez - vous?
Vous me fai - tes la mi - ne, Di - tes moi, qu'a - vez vous?
C'est que J'ai mal à la têt' ce ma - tin. Ce qui me cau - se, ce qui me cau - se,
C'est que J'ai mal à la têt' ce ma - tin. Ce qui me cause bien du cha - grin.

## Additional Materials for Grade 1

1. Expand vocabulary to include:

| | |
|---|---|
| présent — présente | (ici) |
| absent — absente | |
| Comment vas-tu? | |
| Pas mal, merci. | |
| Comment vas-tu? | |
| Je vais mal. | |
| Quel dommage! | |
| Je suis malade. | |
| C'est dommage! | |
| Où est Robert? | Voilà Robert. **or** Robert est absent. Il est malade. Quel dommage! |
| Où est Marie? | Voilà Marie. **or** Marie est absente. Elle est malade. Quel dommage! |

   a. Drill the above by means of repetition drill.

   b. Expand to round robin drill for taking attendance of class. Example:
   Où est Paul? Ici, madame. Où est Robert? Robert est absent. Où est Jeanne? Ici, madame. Où est Marie? Marie est absente.

   c. Use the above in response drill with individuals.

2. Introduce new puppet friend, Pierrot, and new dialogue involving Guignol and Pierrot:

   *Où Est Marie?*

| | |
|---|---|
| Pierrot: | Bonjour, Guignol. |
| Guignol: | Bonjour, Pierrot. Ça va? |
| Pierrot: | Ça va bien. Et toi? |
| Guignol: | Pas mal, merci. |
| Pierrot: | Où est Marie? |
| Guignol: | Elle est absente. |
| Pierrot: | Pourquoi? |
| Guignol: | Elle est malade. |
| Pierrot: | Quel dommage. |
| Guignol: | Au revoir, Pierrot. |
| Pierrot: | A bientôt, Guignol. |

3. Expand song *Belle Rosine*. Review concept of relationship between good health habits, good nutrition, and good health.

   Review first two verses:

   Belle Rosine . . . "J'ai mal à la tête."
   Belle Dorinne . . . "J'ai mal à l'estomac."

   Add verses:

   Belle Céline . . . "J'ai mal aux dents."
   Belle Pauline . . . "J'ai mal aux yeux."

## Additional Materials for Grade 2

1. Expand vocabulary to include:

   Qu'as-tu? (Qu'avez-vous? from song *Belle Rosine*)
   J'ai mal à la tête.
   J'ai mal à l'estomac.
   J'ai mal à la gorge. (Point out difference between *le cou* — neck — and *la gorge* — throat)
   J'ai mal aux dents.
   J'ai mal aux yeux.
   le dentiste — chez le dentiste
   le médecin — chez le médecin
   Où vas-tu? Je vais chez le dentiste (le médecin).

   Drill these expressions first by means of repetition drills; then expand to round robin and individual response drills.

2. Present a new dialogue as reinforcement of the target vocabulary above. Reintroduce puppets.

   *Où Vas-tu?*

   Guignol: Ah, Marie. Comment ça va?
   Marie: Oh, je vais mal.
   Guignol: C'est dommage. Où vas-tu?
   Marie: Je vais chez le médecin.
   Guignol: Moi, je vais chez le dentiste.
   Marie: Ah, tu as mal aux dents?
   Guignol: Non, un examen. C'est tout.
   Marie: Au revoir, Guignol.
   Guignol: A bientôt, Marie.

3. Children can develop their own dialogues on themes relating to health. Assign partners or permit children to select their partners.

4. Present rhyme to reinforce language skills and concepts about health habits:

   *Un Grand Sourire*

   Brosse-toi les dents deux fois par jour.
   Ne sois pas méchant, mange bien toujours.
   Chez le dentiste une fois chaque année,
   Un grand sourire et la bonne santé.

   *Lots of Cheer*

   Brush your teeth two times a day.
   A healthy diet, rest and play.
   Visit the dentist once a year.
   A healthy you and lots of cheer.

   Discuss the concepts illustrated in the rhyme. Use choral repetition first; then ask for repetition by small groups and individuals.

   Children can make illustrations or cartoons of the verses and describe orally illustrations in French.

5. Make class charts *Chez le Dentiste, Chez le Médecin.* List all names of students and indicate dates of their visits to dentist or doctor. Names listed should be French names, if assigned by the teacher.

6. Review song *Belle Rosine.* Allow children to offer reasons for the maladies. If possible, add other girls *(Christine, Jeanine, Sandrine),* other maladies *(mal aux pieds, mal au nez, mal aux oreilles, etc.)* and discuss their causes.

# Unit 9: Numbers (Part I)

## Objectives

The children will be able to

- use the French equivalents for the numbers 1 through 10.
- recognize and identify the symbols 1 through 10.
- identify in French the number of elements in given groups (1 through 10).
- practice physical education skills by exercising to the numbers in French.

## Materials

1. Set of 10 flash cards with numerals 1 to 10.
2. Several groups of 10 identical objects (pencils, pens, spoons, etc.)

## Procedures

1. Using flash cards with numerals 1 to 10, the teacher models French equivalents. Choral repetition by entire class follows:

   un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix

2. The teacher leads class in counting in French using fingers to indicate number being said.
3. The teacher selects flash cards out of order, models the appropriate French number, the class repeats.
4. Teacher instructs class to stand by saying: "*Et maintenant, mes élèves, levez-vous.* Boys and girls, let's use our French numbers in some exercises. First, by clapping our hands. *Battez des mains.* As we say each French number, we will clap our hands the number of times that matches the number we are saying." The teacher says *un*. The class repeats *un* and claps hands once. The teacher says *deux*; class repeats *deux* and claps hands twice. The teacher continues to ten.
5. The teacher then says, "Now, let's tap our right foot to match the French number we are saying. *Tapez le pied droit.*" The same procedure that was used above for clapping hands follows.

## Summary

1. The teacher instructs class to sit down. "*Maintenant, mes élèves, asseyez-vous.* Raise your hand if you can tell us the name in French of the number on the flash card." Time is allowed for individuals to respond, and after each response, the teacher models the French number and the entire class repeats.

## Follow-Up

The following activities are used to expand and reinforce the unit:

1. Reinforce the numbers 1 to 10

   *Round robin drill:* Children recite numbers in sequence.

   *Battez le tambour:* Child taps on drum and calls on another student to say in French the number of times tapped. If correct response is given, the child who responded correctly gets turn to tap on drum, etc. Other musical instruments may be used: cymbals, bells. Expand the physical exercises as shown in No. 4 above:

   a. Sautez — jump in place the number of times said in French

   b. Sautez — pied droit — hop on right foot

   c. Sautez — pied gauche — hop on left foot

   d. Sautez à cloche-pied — hop on either foot

   e. Sautillez — skip

2. Expand number concept to identification of number of elements in a group:

   The teacher puts on the floor ten identical objects (pencils) and says: *Donnez-moi cinq crayons.* The child must hand over the correct number of pencils asked for with the response: *Voici cinq crayons.* This may be played as a game and one child calls on another.

3. Reinforce skill of recognizing symbol of numeral with number word:

   Teacher puts on the floor flash cards with numerals and says: *Donnez-moi trois.* The child must hand over flash card with numeral "3." This may also be played as game and one child calls on another.

4. Put flash cards face down. Call on child to select and identify the number selected.

5. **Song**

   Explain the song *Dix Petits Chatons.* "Boys and girls, you remember the song we learned about the ten little kittens who drank milk. Let's go over that song in English before we hear the same story in French." Review the song in English. Then present the French version *Dix Petits Chatons* to the tune of *Ten Little Indians.*

Un petit, deux petits, trois petits chatons,
Quatre petits, cinq petits, six petits chatons,
Sept petits, huit petits, neuf petits chatons
Dix petits chatons prennent du lait.

(Gestures: Show finger at each count until all ten fingers are raised.)

Dix petits, neuf petits, huit petits chatons,
Sept petits, six petits, cinq petits chatons,
Quatre petits, trois petits, deux petits chatons,
Un petit chaton prend du lait.

(Decrease set of ten fingers by one at each count.)

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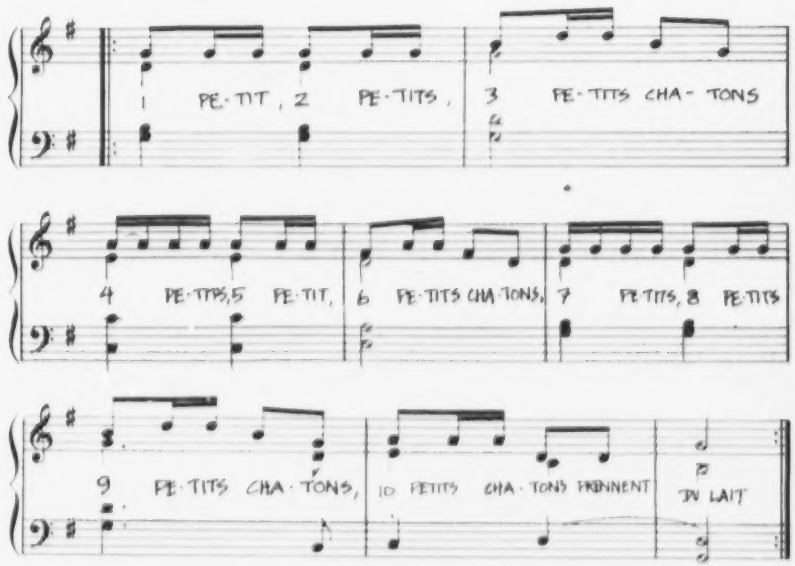
Unit 9 - Kindergarten version "Dix Petits Chatons"

TUNE: **Ten Little Indians**

1 PE-TIT, 2 PE-TITS, 3 PE-TITS CHA-TONS
4 PE-TITS, 5 PE-TIT, 6 PE-TITS CHA-TONS, 7 PE-TITS, 8 PE-TITS
9 PE-TITS CHA-TONS, 10 PETITS CHA-TONS PRENNENT DU LAIT

2ND VERSE: DIX PETITS, NEUF PETITS, HUIT PETITS CHATONS,
SEPT PETITS, SIX PETITS, CINQ PETITS CHATONS,
QUATRE PETITS, TROIS PETITS, DEUX PETITS CHATONS,
UN PETIT CHATON PREND DU LAIT.

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## Additional Materials for Grade 1

1. The material taught in kindergarten is reviewed. Expand the vocabulary to include 0 and the numbers 11 to 20.

   Drill the above with flash cards and objects as was done in kindergarten.

2. Present the French equivalent for the plus (+) and equal (=) symbols.

3. Model additional sentences in French: *Deux et un font trois.* Choral repetition.

4. Present additional examples of addition sentences, using corresponding addition flashcards as motivation. Use combinations for which the highest sum is 20.

5. Model question for addition sentences:

   Combien font deux et un?
   Deux et un font trois.

   Items 2 and 3 above can be used as the basis for games with flashcards.

6. **Song**

   Expand the song *Dix Petits Chatons.* Review the version presented in kindergarten.

   "Boys and girls, this year we can use this song to sing about other people. We can add gestures or motions which these people would use."

   a. *Dix petits soldats aiment marcher* — salute and mark time in place

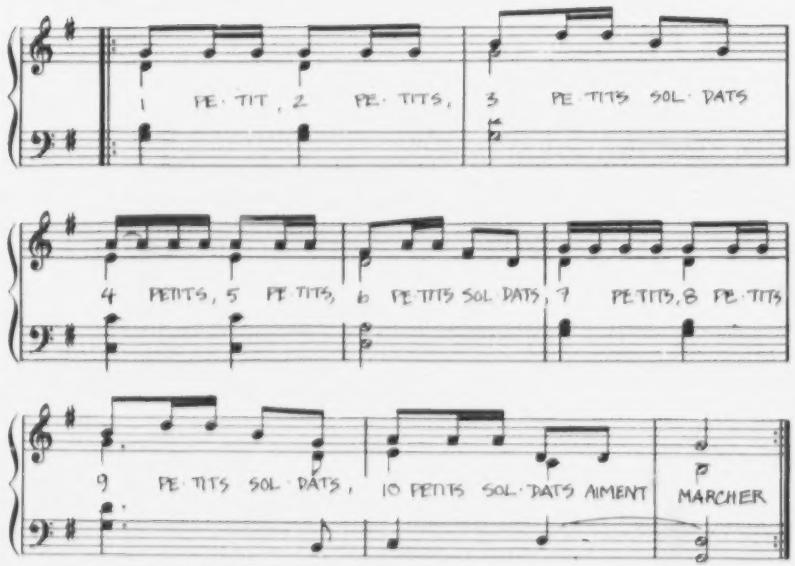
   b. *Dix petits indiens aiment chasser* — posture for hunting

   c. *Dix petits garçons aiment sauter* — jump in place

   d. *Dix petites fillettes aiment danser* — pirouette in place

   e. *Dix petits bébés aiment pleurer* — mime action rubbing eyes as crying

Unit 9 - 1st grade version - "Dix Petits Chatons"

TUNE: **Ten Little Indians**

1 PE·TIT, 2 PE·TITS, 3 PE·TITS SOL·DATS
4 PETITS, 5 PE·TITS, 6 PE·TITS SOL·DATS, 7 PE·TITS, 8 PE·TITS
9 PE·TITS SOL·DATS, 10 PETITS SOL·DATS AIMENT MARCHER

Dix petits bébés aiment pleurer.

ADDITIONAL VERSES: DIX PETITS INDIENS AIMENT CHASSER.
DIX PETITS GARÇONS AIMENT SAUTER.
DIX PETITES FILLETTES AIMENT DANSER.
DIX PETITS BÉBÉS AIMENT PLEURER.

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## Additional Materials for Grade 2

Allow sufficient review of kindergarten and first grade skills and activities.

1. Expand vocabulary to include numbers 21 to 31. Drill the above with flashcards and objects as described in kindergarten and first grade activities.
2. Present French equivalent for minus symbol (-) and for equal (=). Use subtraction flashcards as motivation.

   Model subtraction sentence: *Quatre moins trois font un.* Choral repetition. Present additional examples of subtraction sentences using flash cards as motivation.
3. Model question for subtraction sentences:

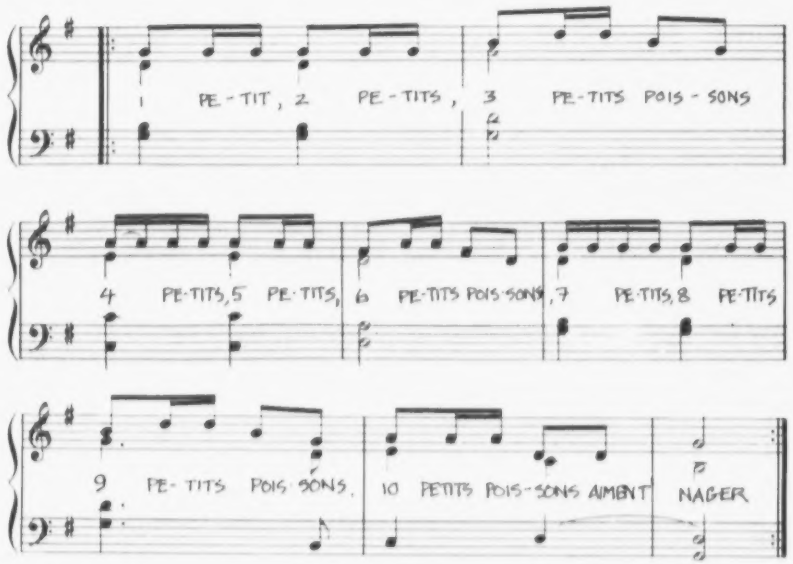
   Combien font quatre moins trois?
   Quatre moins trois font un.

   Items 2 and 3 above may be extended into arithmetic games with flashcards. One child may ask another. Two teams in class might prepare their own flash cards and try to stump their opponents.
4. **Song**

   Expand the song *Dix Petits Chatons.* Review the versions presented in kindergarten and first grade.

   "Boys and girls, this year we can use this song to sing about some of our pets."

   *Dix petits poissons aiment nager* — gesture for swimming like fish
   *Dix petits oiseaux aiment voler* — use arms like wings to fly
   *Dix petits perroquets aiment parler* — make sound of "caw" like parrot
   *Dix petits chiens aiment jouer* — mime playful puppy
   *Dix petites tortues aiment se cacher* — fold arms over head to hide oneself

UNIT 9 - 2nd grade version "Dix Petits Chatons"

1 PE-TIT, 2 PE-TITS, 3 PE-TITS POIS-SONS
4 PE-TITS, 5 PE-TITS, 6 PE-TITS POIS-SONS, 7 PE-TITS, 8 PE-TITS
9 PE-TITS POIS SONS, 10 PETITS POIS-SONS AIMENT NAGER

ADDITIONAL VERSES: DIX PETITS OISEAUX AIMENT VOLER.
DIX PETITS PERROQUETS AIMENT PARLER
DIX PETITS CHIENS AIMENT JOUER
DIX PETITES TORTUES AIMENT SE CACHER.

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# Unit 10: Numbers (Part 2)

## Objectives

The children will be able to

- use conversational patterns relating to numbers
- use social skills involved in offering congratulations on the occasion of a birthday

## Motivation

The teacher reintroduces the puppets Guignol and Marie, saying: "Today, boys and girls, is a special day for Marie. Let's find out from our story what her special day is. We have learned French numbers. They will help us in this story."

## Materials

1. Boy and girl puppets
2. Paper crown for birthday child song

## Procedures

1. The teacher begins the lesson with a review of numbers.
2. Using boy and girl puppets, the teacher introduces the dialogue and models it in French for the class:

Guignol: Bonjour, Marie. Ça va?
Marie: Ça va bien, merci. C'est ma fête.
Guignol: Ah! Félicitations! Quel âge as-tu?
Marie: J'ai cinq ans.
Guignol: Alors . . . Bonne Fête!

(Sings the *Happy Birthday Song*)

Joyeux anniversaire
Joyeux anniversaire
Félicitations chère Marie
Joyeux anniversaire

Marie: Merci, Guignol. Au revoir.
Guignol: A bientôt.

The teacher elicits from the class significant facts about the dialogue in English.

The teacher repeats the dialogue in French. The children listen again.

3. After presenting the dialogue line by line, the teacher presents the song in its entirety and the children are encouraged to join in the singing.
4. The teacher says, "Boys and girls, we can now say our own age. How many children will say that they are 5 years old? They will say *J'ai cinq ans.* Repeat after me and show five fingers. Repeat *J'ai cinq ans.* How many children will say they are 6 years old? They will say *J'ai six ans.* Repeat after me and show six fingers. *J'ai six ans.*

   Repetition drill with target phrases:

   Quel âge as-tu? J'ai cinq ans. (Show five fingers.)
   Quel âge as-tu? J'ai six ans. (Show six fingers.)
5. Practice *Happy Birthday* Song (place crown on head of a child):

   Joyeux anniversaire, joyeux anniversaire
   Félicitations cher(e) _____.
   Joyeux anniversaire.

## Summary

Teacher elicits from class summary of the dialogue in English. How many children can answer this question: *Quel âge as-tu?* Call on individuals for response.

## Follow-Up

The following activities are used to reinforce and expand the Unit:

1. Round robin drill with the question: *Quel âge as-tu? J'ai _____ ans.*
2. Group and individual presentation of the dialogue about Marie's birthday.

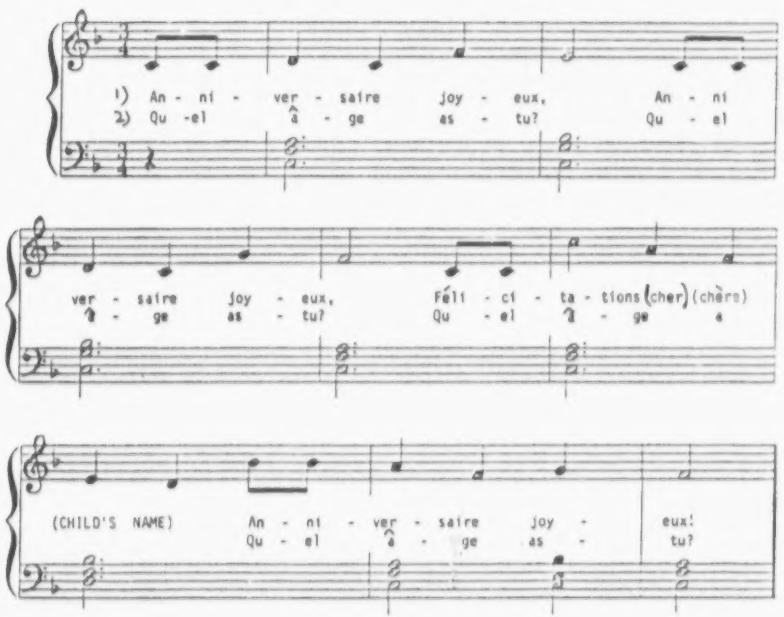
3. **Song**

Expand Birthday Song with *How Old Are You Now?* which is sung after *Joyeux Anniversaire.*

Tune: *How Old Are You Now?*

Quel âge as-tu?
Quel âge as-tu?
Quel âge as-tu?
Quel âge as-tu?

Child to whom song is sung responds with *J'ai (5) ans.*

ANNIVERSAIRE JOYEUX - HAPPY BIRTHDAY SONG

1) An - ni - ver - saire joy - eux, An - ni
2) Qu - el â - ge as - tu? Qu - el
ver - saire joy - eux, Fél - ci - ta - tions (cher) (chère)
â - ge as - tu? Qu - el â - ge a
(CHILD'S NAME) An - ni - ver - saire joy -
Qu - el â - ge as -
eux!
tu?

4. Children can prepare brief dialogues fashioned after the unit dialogue. Use own names and ages.
5. On the occasion of each child's birthday, the class should sing the *Happy Birthday* song to child in French and English. For those children whose birthdays are celebrated in the summer or who may have celebrated birthdays before these activities were introduced in French, a special rendition of the songs should be offered.

## Additional Materials for Grade 1

1. The material taught in kindergarten is reviewed.
2. Expand the question regarding age to include relatives and friends:

   Quel âge a ton amie Marie? Marie a six ans. Elle a six ans.
   Quel âge a ton ami? Mon ami a cinq ans. Il a cinq ans.
   Quel âge a ton père? (ta mère, ton frère, ta soeur, etc.)

   This drill provides an excellent opportunity to generalize in an informal way with regard to the use of masculine or feminine possessive adjectives.
3. Expand unit on the numbers to expressions of time:

   Present only time on the hour in first grade. Motivation: Clock

   Model question and responses:

   Quelle heure est-il? Il est une heure.
   Il est deux heures.
   Il est trois heures, etc. etc.
   (on the hour until 11:00)
   Il est midi.
   Il est minuit.

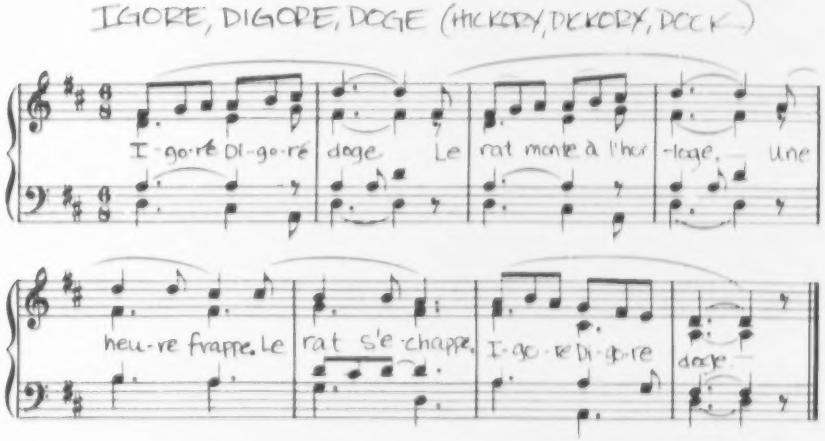
   At this stage, it is better to present the 24 hours as two sequences of 12 hours each although this may not conform to current practices in French speaking countries. Special mention may be made of the differences as a cultural note.

4. **Song**

   Reinforce the concept of time with a nursery rhyme and appropriate actions.

   Igoré, Digoré, Doge
   Le rat monte à l'horloge;
   Une heure frappe!
   Le rat s'échappe!
   Igoré, Digoré, Doge.

   Hickory, dickory, dock!
   The mouse ran up the clock.
   The clock strikes one
   And down he'll run.
   Hickory, dickory, dock!


IGORE, DIGORE, DOGE (HICKORY, DICKORY, DOCK)
I-go-ré Di-go-ré doge Le rat monte à l'hor-loge. Une
heu-re frappe. Le rat s'é-chappe. I-go-ré Di-go-re
dock.

*Actions*

Swing arms like pendulum.
Three tiny steps forward.
Clap hands on last word.
Three tiny steps backward.
Swing arms like pendulum.

5. Reinforce time concept with the game *Quelle heure est-il?* A child sets the time on the clock (on the hour only). The class can not see time set. The child asks *Quelle heure est-il?* A child who responds correctly in French takes next turn to set the clock and ask a question.

## Additional Materials for Grade 2

1. Review material taught in kindergarten and Grade 1.
2. Expand unit on time to include half past, a quarter past and a quarter to the hour.

   Il est une heure et demie. Il est une heure et quart. Il est une heure moins un quart.
   Etc., etc. with each hour.
   Il est midi et demi. Il est midi et quart. Il est midi moins un quart.
   Il est minuit et demi. Il est minuit et quart. Il est minuit moins un quart.
3. Expand game *Quelle heure est-il?* to include new time expressions.
4. **Game**

   *Flûte* — This is played like the English game *Buzz* except that the word *flûte* is substituted for *Buzz* and the counting is done in French.

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5. Expand the unit on numbers to include the presentation of telephone numbers.

   The teacher advises the class in advance of this presentation that each child should know his or her telephone number in English. Children may wish to refer to written numerals at the beginning stages of this skill development.

   Quel est ton numéro de téléphone? Mon numéro de téléphone est (543-0123) (cinq, quatre, trois, zéro, un, deux, trois).

   Choral repetition of the key question and of the response may be conducted before the presentation of personal phone number.

6. Game reinforcement of telephone number: Child goes to chalkboard and asks another child: *Quel est ton numéro de téléphone?* The child responds: *Mon numéro de téléphone est (987-6543) (neuf, huit, sept, six, cinq, quatre, trois).*

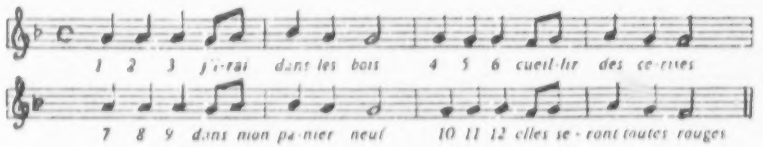
   As the child responds, the student at the board writes the numerals of the telephone number and says: *Ton numéro de téléphone est 987-6543, n'est-ce pas?* The child at the seat responds affirmatively, if correct, by saying: *Oui, c'est correct.* The second child then goes to the board. The game continues as another child is called on.

   If the child at the board responds incorrectly, the child at the seat responds negatively, *Non, ce n'est pas correct* and repeats the telephone number to allow time for the board-work correction.

7. **Song**

   Teach a song to reinforce the basic numbers: *Encore Pour Compter*

ENCORE POUR COMPTER

Un, deux, trois,
J'irai dans les bois,
Quatre, cinq, six,
Cueillir des cerises,
Sept, huit, neuf,
Dans mon panier neuf,
Dix, onze, douze,
Elles seront toutes rouges.

# Unit II: Family and Friends

## Objectives

Children will be able to
- identify family members in French

## Motivation

The teacher shows the children a large picture of a family that includes a mother, a father, a little sister, a big brother and a baby. The children are asked to identify each family member in English. Questions about their own family then follow: How many people are there in your family? Do you have a sister or brother? Does he or she go to school? etc.

## Materials

Puppets
A family picture
Cut-outs of family members
A tape of the lesson

## Procedure

1. The target expressions for this lesson are as follows:

   | | |
   |---|---|
   | voilà | la soeur |
   | la famille | le frère |
   | la mère | Qui est-ce |
   | le père | c'est |
   | le bébé | |

2. The teacher holds up the picture of a family. Pointing to the picture, the teacher says: *Voilà une famille. Une famille. Répétez: une famille.* Pointing to each member of the family the teacher says: *Voilà le père, voilà la mère, voilà la soeur, voilà le frère, voilà le bébé*
3. After hearing the expressions pertaining to the family several times, the children repeat them.
4. A puppet points to a member of the family and says: *Qui est-ce?* At first the teacher answers the puppet's questions and then the puppet turns to the children and poses the same question. The answer can be either *c'est le père, la mère* or simply *la mère, le père.*

## Summary

Pointing to each family member, the teacher elicits the appropriate expressions from the children.

## Follow-Up

1. The following vocabulary is to be included in the follow-up lessons. It is to be taught in context only.

   un garçon
   une petite fille
   jolie
   beau
   grand
   petit
   je suis
   voilà
   et moi
   me voici

2. After reviewing the expressions for the members of the family with *Qui est-ce?* and *Montrez-moi*, the teacher points to boys in the class and says: *Voilà Paul. C'est un garçon. Voilà Jean. C'est un garçon. Voilà Martin, un garçon. André, un garçon.* The same is done with the girls.
3. The vocabulary is reinforced with choice questions, such as the following:

   C'est la mère ou le père?
   C'est le frère ou la soeur?
   C'est le garçon ou la petite fille?

4. The teacher prepares the class for the poem *Ma Famille* by clarifying the expressions *petit, grand, joli, me voici, mon* and *ma*.

5. **Poem**

*Ma Famille*

Ma famille est très jolie.
Mon père, ma mère et ma soeur Marie.
Mon frère est grand, le bébé petit —
Voilà ma famille — et me voici!!!!

6. **Playlet**

*Je Suis le Tout Petit Bébé*

| | |
|---|---|
| La mère: | Je suis la mère. |
| Le père: | Je suis le père. (proudly) |
| Le bébé: | Et moi je suis le tout petit bébé. (shyly) |
| La soeur: | Je suis jolie. |
| Le frère: | Et je suis beau. |
| Le bébé: | Et moi — Je suis le tout petit bébé. (almost in tears) |
| La mère: | Je suis petite. |
| Le père: | Je suis grand. (proudly) |
| Le bébé: | (crying now) Et moi — Je suis toujours, toujours le tout petit bébé. |

7. **Songs**

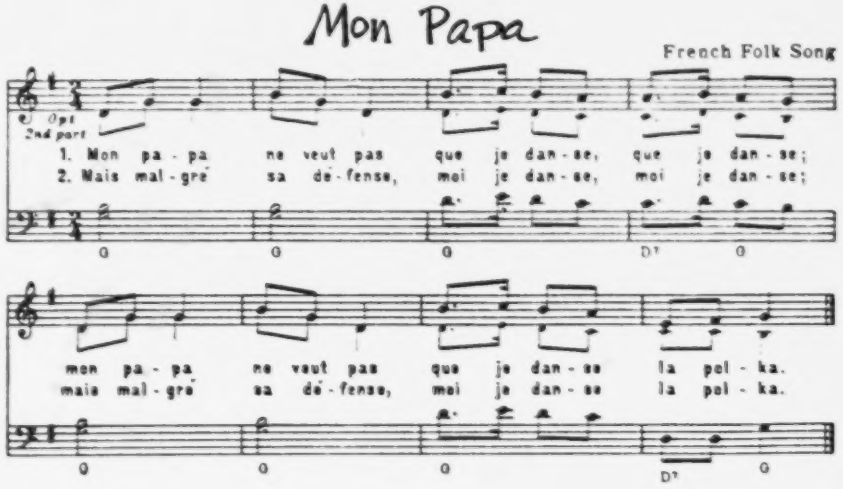
a. *Mon Papa*

Mon papa ne veut pas que je danse que je danse.
Mon papa ne veut pas que je danse la polka.
Mais malgré sa défense, moi je danse, moi je danse
Mais malgré sa défense, je danse la polka.

b. *Ma Famille* (to the tune of *London Bridge Is Falling Down*)

Me voici avec ma famille, ma famille, ma famille.
Me voici avec ma famille, ma très bonne famille.
Me voici avec ma jolie mère, ma jolie mère, ma jolie mère,
Me voici avec ma jolie mère — ma très jolie mère.

c. *Ma Bonne Famille* (to the tune of *Happy Birthday*)

Moi, j'ai une bonne famille.
Moi, j'ai une bonne famille.
J'ai beaucoup de chance
Car j'ai une bonne famille.

Mon Papa
French Folk Song
1. Mon pa - pa ne veut pas que je dan - se, que je dan - se;
2. Mais mal - gré sa dé - fense, moi je dan - se, moi je dan - se;
mon pa - pa ne veut pas que je dan - se la pol - ka.
mais mal - gré sa dé - fense, moi je dan - se la pol - ka.

8. **Game**

*Garçon ou Petite Fille*

Cut-outs of boys and girls are put in a bag. The class is divided into two teams. A child from each team gets a chance to pick out a picture. If the picture is identified correctly as either *un garçon* or *une petite fille*, a point is scored for the team.

*Qui Est-ce?*

This is the same game as above but now cut-outs of all members of the family are in the bag and the child must identify the member of the family correctly in order to get a point for his/her team.

## Additional Material for Grade 1

1. Review the expressions taught in kindergarten using the family picture and the question: *Qui est-ce?* Review the use of *mon* and *ma* with *mère, soeur, frère, père* as well as *le* and *la* with the same words.
2. Introduce or review the following vocabulary:

| | |
|---|---|
| un ami | Comment s'appelle-t-il? |
| une amie | Comment s'appelle-t-elle? |
| Tu as . . . | Il s'appelle . . . |
| J'ai . . . | Elle s'appelle . . . |
| Elle mange . . . | beaucoup |
| J'aime . . . | Très fort |
| Elle m'aime . . . | Les sports |
| aussi | un garçon |
| | une petite fille |

3. A puppet points to boys in a picture saying each time: *C'est un garçon.* The children repeat the sentence. The puppet repeats this with the girls in the picture. The teacher repeats this procedure and then elicits the same answers with the questions: *C'est un garçon? C'est une petite fille?*
4. The exercise shown above is repeated with *un ami* and *une amie* in place of *un garçon* and *une petite fille.*
5. The teacher points to a boy and says: *Voilà un garçon. Il s'appelle Paul.* This is done several times until the children acquire the concept of *Il s'appelle* as against *Je m'appelle,* which was reviewed in the warm-up. In subsequent exercises *elle* is substituted for *il.*
6. The question *Quel âge as-tu?* can now be extended to *Quel âge a-t-il?* and *Quel âge a-t-elle?*

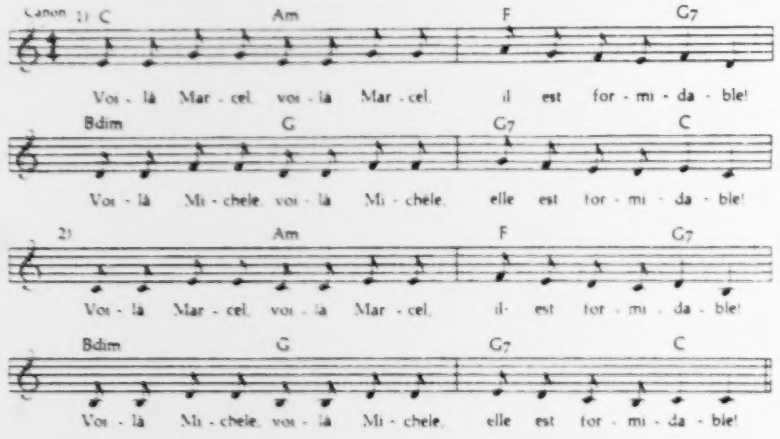
7. **Dialogue**

Bonjour, mon ami.
Bonjour, Paul.
Qui est-ce?
C'est une amie.
Comment s'appelle-t-elle?
Elle s'appelle Marie.
Elle est jolie.
Oui, au revoir.

The dialogue can be changed to the masculine starting with the lines *C'est un ami* and *Comment s'appelle-t-il?*

8. **Songs**
   a. *Au Clair de la Lune*
   b. *Formidable*
   c. *J'ai Beaucoup d'Amis* (to the tune of *Happy Birthday*)

J'ai beaucoup d'amis.
J'ai beaucoup d'amis.
J'ai beaucoup de chance
Car j'ai beaucoup d'amis.

**Formidable!**

Canon 1) C Am F G7
Voi - là Mar - cel voi - là Mar - cel il est for - mi - da - ble!
Bdim G G7 C
Voi - là Mi - chèle voi - là Mi - chèle elle est for - mi - da - ble!
2) Am F G7
Voi - là Mar - cel voi - là Mar - cel il est for - mi - da - ble!
Bdim G G7 C
Voi - là Mi - chèle voi - là Mi - chèle elle est for - mi - da - ble!

9. **Game**

*Il s'appelle*

The class is divided into two teams. The leader of team A points to a child in the class and says either *C'est un garçon* or *C'est une petite fille.* The first child of his/her team must say *Il* or *Elle s'appelle* . . . If the child uses the correct pronoun, a point is scored for that team. Then it is team B's turn. Then the game continues until all children have had a chance.

## Additional Material for Grade 2

1. All material taught in kindergarten and Grade 1 is reviewed.
2. The new vocabulary and expressions include the following:

un oncle
une tante
un cousin
une cousine
le grand-père
la grand-mère

Je mange
Je regarde
Je dors
Je me lave

la cuisine
la salle à manger
le salon
la chambre à coucher
la salle de bains

3. Holding a picture of a house the teacher points to the various rooms saying: *C'est la salle à manger. Je mange dans la salle à manger.* The teacher demonstrates the act of eating.
4. The children learn the name of each room by choral and individual repetition and are now able to answer the question *Qu'est-ce que c'est?*
5. The children learn to answer the question *Que fais-tu dans la cuisine?,* etc.
6. **Poem**

*Ma Maison*

Voilà ma très jolie maison.
Voilà Papa dans le salon.
Voilà aussi notre petit bébé.
Il est dans la chambre à coucher.
Voilà la cuisine. Maman est là.
Elle fait un gâteau — ooh la la!!

7. **Songs**

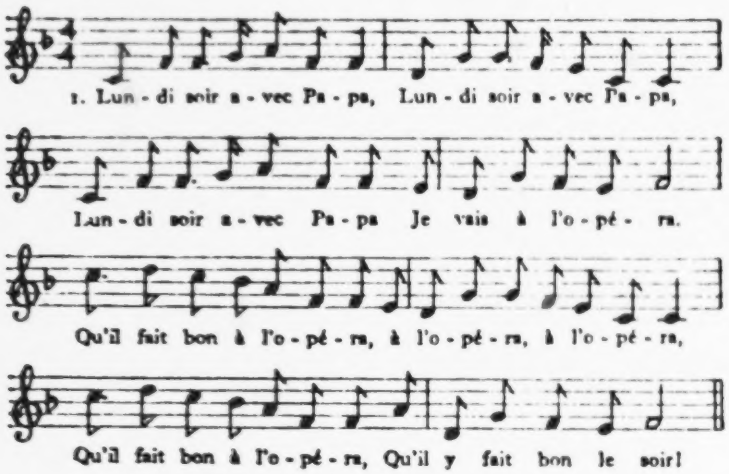
a. *Lundi Soir*

Lundi soir avec Papa, lundi soir avec Papa,
Lundi soir avec Papa, je vais à l'opéra.
Qu'il fait bon à l'opéra, à l'opéra, à l'opéra,
Qu'il fait bon à l'opéra, Qu'il fait bon le soir.

b. *Où Est Papa?* (music is attached)

En haut, en bas, où est Papa? Dans la cuisine si belle.
Que fait Papa, que fait Papa? Il lave la vaiselle.

(See song for other stanzas.)

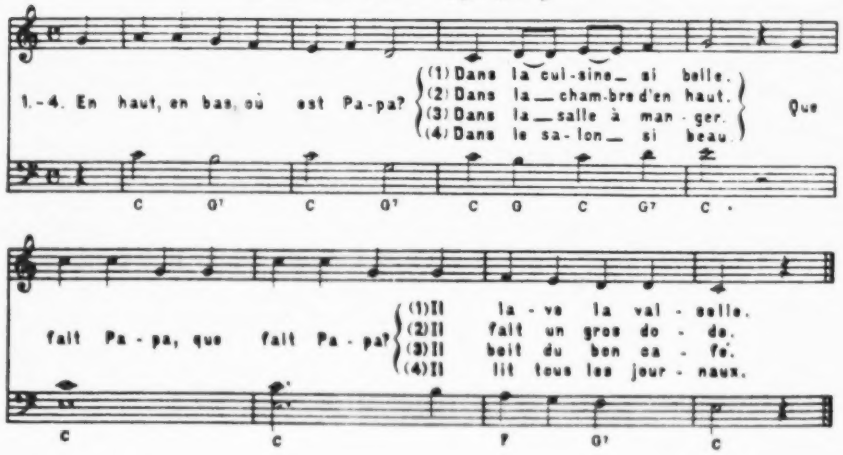
## Lundi Soir (to: The Muffin Man)

1. Lun - di soir a - vec Pa - pa, Lun - di soir a - vec Pa - pa,
Lun - di soir a - vec Pa - pa Je vais à l'o - pé - ra.
Qu'il fait bon à l'o - pé - ra, à l'o - pé - ra, à l'o - pé - ra,
Qu'il fait bon à l'o - pé - ra, Qu'il y fait bon le soir!

2. Mardi soir avec Maman
   Je vais chez l'oncle Guy.
   Qu'il fait bon chez l'oncle Guy, chez l'oncle Guy . . . (et cætera)

3. Jeudi soir avec Momo
   Je vais dans la forêt.
   Qu'il fait bon dans la forêt, dans la forêt . . . (et cætera)

4. Samedi soir avec Loulou
   Je reste à la maison.
   Qu'il fait bon à la maison, à la maison . . . (et cætera)

## Où Est PAPA?


1.-4. En haut, en bas, où est Pa-pa? (1) Dans la cui-sine si belle. (2) Dans la cham-bre d'en haut. (3) Dans la salle à man-ger. (4) Dans le sa-lon si beau Que
C G7 C G7 C G C G7 C
fait Pa-pa, que fait Pa-pa? (1)Il la-ve la val-selle. (2)Il fait un gros do-do. (3)Il boit du bon ca-fé. (4)Il lit tous les jour-naux.
C C F G7 C

8. **Games**

   a. Several children go to the board to draw members of the family. The volunteers who guess what the artist meant to draw get a chance to try their skill.

   b. Cut-outs of family members are in a box or bag. A child from each of two teams pulls out a picture and identifies it as mother, father, etc. If the child is correct, his/her team scores; if incorrect, the other team gets the point.

# Unit 12: Weather, Seasons, Months

## Objective

Children will be able to:

- answer questions based on daily and seasonal weather conditions.

## Motivation

After the usual daily warm-up of re-entered material, assuming it is winter, the teacher puts her/his coat on, looks out of the window and says to the class: "How is the weather today? It's cold. Are you cold? Do you know what season we are in? Who likes the summer? Why?" If it is spring when this unit is reached, the teacher walks to the window, looks out and says cheerfully, "It is a beautiful day. I like the spring. The birds sing, the leaves turn green, the sun shines."

Pictures suggesting weather conditions are displayed. These pictures may be found in magazines if the teacher does not already have weather charts. Simple drawings also suffice as teaching aids for this unit. The teacher points to each picture and asks the children to describe the weather. Is it cold? Is it warm? Is it windy? How can you tell it is windy? After a brief discussion of weather, the teacher asks the children if they would like to talk about these pictures in French.

## Materials

Puppets
Pictures that depict weather conditions
Recording of the day's lesson

## Procedure

1. The target expressions of the first lesson are as follows:

   Il fait chaud.
   Il fait froid.
   Il fait beau.
   Il fait mauvais.
   Il fait du vent.

2. Just as in the motivation, the current weather is the point of departure for the first lesson of this unit. Assuming it is winter, the teacher puts a coat on or throws a sweater over his/her shoulders, uses body language as well as the verbal utterance *brrrrrrr* to indicate that it is cold. The teacher looks out of the window and says, *Il fait froid.* Pointing to a picture of a person dressed in heavy winter clothes, the teacher repeats the expression several times. Group, row, individual repetitions follow. To assure comprehension of the question and answer, one puppet asks the other (with a rising intonation): *Il fait froid?* The answer is (with a falling intonation): *Oui, il fait froid.*

3. The puppet poses the same question to many pupils. When most children have acquired the ability to answer the question, the teacher follows the procedure shown in item 1 above to teach *Il fait chaud, Il fait mauvais, Il fait du vent* and Il fait beau.

4. After each new expression has been taught, the previous ones are reviewed by means of pictures which are pointed to at random with questions such as *Il fait froid ou chaud?* and *Il fait beau.*

## Summary

Children are asked to come up to the weather pictures and to describe the weather as the teacher points to pictures at random.

## Follow-Up

1. Review expressions of the first lesson.
2. Words and expressions to be taught in context in follow-up lessons:

| | |
|---|---|
| en été | Il pleut. |
| en hiver | Il neige. |
| en automne | Il fait frais. |
| au printemps | Il fait du soleil. |

3. The teacher follows the procedure shown above in presenting and teaching the expressions *Il pleut, Il neige, Il fait frais* and *Il fait du soleil.* Additional pictures depicting rain and snow will be necessary as well as a picture of an autumn day to help clarify *Il fait frais* and of a bright sun for the expression *Il fait du soleil.*
4. The teacher introduces the four seasons in French after talking briefly about them in English.
5. The teacher points to each picture depicting the four seasons and says: *Nous sommes en été. Nous sommes en hiver, etc.* As the pictures are pointed to again the pupils repeat the expressions *en été, en automne, en hiver* and *au printemps.*
6. The question *Quel temps fait-il en été (en automne, en hiver, au printemps)?* is introduced. The answers to the questions are reinforced with the following poem:

   *Quel Temps Fait-il?*

   En hiver il fait froid.
   Au printemps il fait beau.
   En automne il fait du vent.
   En été il fait chaud.

7. **Song**

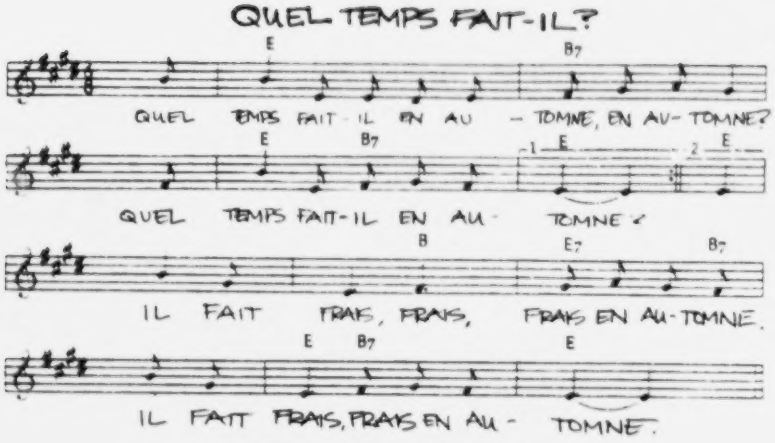
   *Quel Temps Fait-il?*

   a. Quel temps fait-il en automne, en automne?
   Quel temps fait-il en automne?
   Il fait frais, frais, frais en automne.
   Il fait frais, frais en automne.

   b. Quel temps fait-il en hiver, en hiver?
   Quel temps fait-il en hiver?
   Il fait froid, froid, froid en hiver.
   Il fait froid, froid en hiver.

   c. Quel temps fait-il au printemps, au printemps?
   Quel temps fait-il au printemps?
   Il fait beau, beau, beau au printemps.
   Il fait beau, beau au printemps.

   d. Quel temps fait-il en été, en été?
   Quel temps fait-il en été?
   Il fait chaud, chaud, chaud en été.
   Il fait chaud en été.




2. Quel temps fait-il en hiver, en hiver?
   Quel temps fait-il en hiver?
   Il fait froid, froid, froid en hiver.
   Il fait froid, froid en hiver.

3. Quel temps fait il au printemps, au printemps?
   Quel temps fait-il au printemps?
   Il fait beau, beau, beau au printemps.
   Il fait beau, beau au printemps.

4. Quel temps fait-il en ete, en ete?
   Quel temps fait-il en ete?
   Il fait chaud, chaud, chaud en ete.
   Il fait chaud en ete.

Quel temps fait-il?

Il fait froid. Il fait chaud.

Il fait beau. Il fait du vent.

Il neige. Il fait frais.

Il pleut.

| | | |
|---|---|---|
| janvier | mai | septembre |
| février | juin | octobre |
| mars | juillet | novembre |
| avril | août | décembre |

8. **Game**

Many pictures describing weather conditions are displayed. The class is divided into two teams. Each team lines up on either side of the pictures. The first child from Team A points to any picture and asks the question: *Quel temps fait-il?* If the first child on Team B answers correctly, the team scores a point. Both children return to their seats. Now a child from Team B asks the child on Team A the same question. If Team A answers correctly, it gets the point. If the answer is incorrect and the child on Team B can answer the question, Team B gets the point. The game continues until all the children are back in their seats. This game can be played with half the class one day and the other half the following day. It can serve as a review of the weather and seasons.

## Additional Material for Grade 1

1. Review the vocabulary and expressions taught in kindergarten.
2. The following vocabulary and expressions are to be introduced or re-entered in Grade 1:

   Tu portes . . . ? Je porte . . . .
   un manteau
   un chapeau
   un maillot
   un pullover
   des caoutchoucs
   un parapluie
   pourquoi
   bien sûr
   Allô
   Vite
   Tu es prêt?
3. Review by means of group and individual repetitions the kindergarten poem *Quel Temps Fait-il?*
4. The puppet asks the teacher: *Quel temps fait-il en hiver?* The teacher answers: *En hiver, il fait froid.* The same question is posed for each season. The puppet now asks the questions of volunteers and continues to do so until the teacher is satisfied that most of the children understand how to answer the question.
5. The teacher reviews the question *Quel temps fait-il?* which the pupils have heard and used in kindergarten. They engage in a round-robin exercise of the questions *Quel temps fait-il en été (en hiver, en automne, au printemps?* The children are not to repeat the season of his/her neighbor.
6. The questions *Tu portes un manteau en hiver? Tu portes un manteau en été? Tu portes un parapluie quand il pleut?* are introduced with the aid of pictures of a coat, a hat, a pullover, a bathing suit and an umbrella. The teacher first points to a coat, for example, and says: *Voilà un manteau. Répétez un manteau. En hiver tu portes un manteau.* The teacher puts on his/her coat and says: *Je porte un manteau en hiver.* The teacher then points to a child and says: *Tu portes un manteau en hiver et je* (pointing to herself/himself) *porte un manteau en hiver.* After this sentence has been repeated several times, the question *Tu portes un manteau en hiver?* is asked of the children. The answer is repeated in chorus and individually.
7. The steps outlined in item 6 are used with other items of clothing. Once the pupils have mastered the sequence *Tu portes . . . ?* and *Je porte . . .* they are ready to answer the following questions:

   a. Tu portes un pullover au printemps?
   b. Tu portes un maillot en été?
   c. Tu portes des caoutchoucs quand il pleut?
   d. Tu portes un maillot en hiver ou en été?
   e. Tu portes un chapeau en hiver ou en été?
8. The following poem will reinforce this part of the unit:

   *Je Porte un Manteau en Hiver*

   Je porte un manteau en hiver.
   Je porte un maillot en été.
   Je porte un parapluie quand il pleut.
   Et un pullover quand il fait frais.

9. As an application of the material which was introduced in Grade 1 the following dialogue is taught:

*Au Téléphone*

| | |
|---|---|
| Philippe: | Allô, Jean — Tu es prêt? |
| Jean: | Non — Je ne vais pas à l'école. |
| Philippe: | Pourquoi? |
| Jean: | Il pleut. |
| Philippe: | Tu as un parapluie et des caoutchoucs? |
| Jean: | Bien sûr. |
| Mère de Jean: | Vite — vite, Jean. Tes caoutchoucs et ton parapluie — à l'école — à l'école — vite-vite. |
| Jean: | Je vais à l'école. |

10. **Song**

*Caoutchoucs et Parapluie*
(To the tune of *Yankee Doodle*)

En été il fait très chaud
Et le soleil brille.
Quand il pleut ma mère me dit:
Caoutchoucs et parapluie
Caoutchoucs et parapluie,
Caoutchoucs et parapluie,
Caoutchoucs et parapluie,
C'est ce que ma mère dit.

11. **Game**

Children are asked to bring to school as many pictures as they can find that depict weather conditions. The class is divided into two teams. All pictures are placed in a box. A child from each team picks a picture and describes the weather. If the class agrees with the description the team scores a point. If the answer is incorrect, the other team gets the point. The first team that gets a predetermined number of points wins the game.





## Additional Material for Grade 2

1. The teacher reviews the vocabulary, expressions, songs and poems pertaining to the weather taught in kindergarten and Grade 1.
2. The following vocabulary and expressions are introduced or re-introduced in Grade 2:

| | |
|---|---|
| janvier | toujours |
| février | la plage |
| mars | la ferme |
| avril | je préfère |
| mai | je nage |
| juin | le mois |
| juillet | au mois de |
| août | pas de devoirs |
| septembre | une saison |
| octobre | Tu as raison |
| novembre | |
| décembre | |

3. The teacher asks each child for his/her birthday in English and repeats the birthday month in French. By the time all the children have had a chance to announce his/her birthday month, the months have been heard at least once or twice.
4. Using the French calendar, the teacher points to each month, names it in French and asks the class to repeat it twice.
5. The teacher points to calendar months out of order and names them. This is followed by choral repetitions.
6. The months are recited in rhythmic groups.
7. The teacher now relates the weather to the months with the question: *Quel temps fait-il en janvier (en février, en mars, etc.)?*
8. Item 7 can be used as a round robin drill or as a game.

9. *Dialogue*

Pierre: Bonjour, Paul. Ça va?
Paul: Pas très bien.
Pierre: Qu'as tu?
Paul: Il fait froid et je n'aime pas le mois de janvier.
Pierre: Tu aimes février?
Paul: Non!
Pierre: Et mars?
Paul: Non!
Pierre: Quels mois aimes-tu alors?
Paul: Juillet et août.
Pierre: Ah, les grandes vacances?
Paul: Oui, Pierre — les grandes vacances!





10. **Poems**

*Je Vais à l'Ecole*

a.

Je vais à l'école quand il fait froid.
Je vais à l'école quand il fait chaud.
Je vais à l'école quand il neige.
Je vais à l'école quand il fait beau.
Je vais à l'école quand il pleut.
Je vais à l'école quand il fait du vent.
Je vais à l'école quand il fait mauvais.
Je vais à l'école tout le temps.

b.

Je ne vais pas à l'école quand je suis malade.
Je ne vais pas à l'école en été.
Je ne vais pas à l'école pendant Noël.
Je ne vais pas à l'école le 4 juillet.

*Je Chante les Mois de l'Année*

Je chante, je chante les mois de l'année.
Je chante, je chante de janvier.
Février, mars, avril et mai.
Je chante, je chante les mois de l'année.

Je chante, je chante les mois de l'année.
Je chante, je chante juin et juillet.
Août et septembre, octobre et novembre.
Je chante, je chante le mois de décembre.

# Unit 13: Colors and Other Adjectives

## Objectives

The children will be able to

- use the French equivalents for colors and other adjectives
- appreciate that colors in the environment transmit meaning (e.g., the colors of traffic lights, the colors of leaves in seasonal changes and the colors of flags)
- use adjectives to describe objects
- identify specific shapes (circle, square, triangle, rectangle)

## Motivation

The teacher shows the class two pictures of trees, one in which the leaves are yellow, orange and brown, the other in which all leaves are green. Holding up the first picture the teacher says: "Boys and girls, can you tell me the colors of the leaves in this picture? Now can you tell me the color of the leaves in the second picture? Can you tell us what time of the year is shown in each picture? We see that we can tell the time of the year from the colors we see. Colors give us clues. They tell us things." Now the teacher holds up a picture of a traffic light: "Now, boys and girls, look at this picture. What colors do we see in the lights? Can you tell the class what each color tells us to do?"

## Materials

Pictures of trees in autumn and summer
Pictures of traffic lights showing three different signals lit
Color chart or wheel displaying target colors
Pictures of French and American flags

## Procedures

1. The teacher begins the lesson with a brisk warm-up of previously learned material, especially that relating to numbers and classroom objects.
2. Pointing to the color chart or wheel, the teacher models the names of target colors:

   | | | |
   |---|---|---|
   | rouge | vert | jaune |
   | blanc | noir | orange |
   | bleu | | |

   Class joins in activity with choral repetition of the above.
3. Extend choral repetition to smaller groups (boys and girls, one half of the class, then the other half of the class, etc.).
4. The teacher uses classroom objects to model sentences using colors:

   Le drapeau américain est rouge, blanc et bleu.
   Le drapeau français est bleu, blanc et rouge.
   Le tableau est vert.
   Le crayon est jaune.
   Le stylo est bleu.
   Le papier est blanc.

   Continue with other objects and pictures available in room. There is choral repetition of each sentence after the teacher has modeled it.
6. Teacher uses pictures of traffic lights to model traffic rules:

   Red light means "STOP." *Le feu est rouge. Arrêtez!*
   Orange light means "WAIT." *Le feu est orange. Attendez!*
   Green light means "CROSS." *Le feu est vert. Traversez!*

## Summary

The teacher reviews the colors on the color chart. The class repeats them chorally. Teacher: "Now boys and girls, we can use the colors we have learned in a poem about traffic safety."

Teacher models the poem in English first, allows for choral repetition (line by line).

*What Color Is the Light?*

When the light is red,
Stop! Wait! Don't go ahead.
When the light is orange,
Stop! Wait! Soon it will change.
When the light is green,
Look! Cross! Don't stop in between!

Discuss meaning of poem for traffic safety and how colors give us signals. "Now, boys and girls, we can say our poem in French using our colors." Present French version, allow for choral repetition, line by line.

*De Quelle Couleur Est le Feu?*

Le feu rouge est allumé.
Soyez sage. Arrêtez!
Le feu orange est allumé.
Attendez! Il va changer.
Le feu vert est allumé.
Regardez bien, puis traversez!

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## Follow-Up

Subsequent lessons in this unit should include a drill of colors in the warm-up phase of the lesson. The following activities are used to expand and reinforce the unit.

1. Expand adjectives to include:

   absent (-e) petit (-e)
   présent (-e) grand (-e)

   Use *absent* and *présent* in drill for taking attendance.

   Où est Robert? Robert est absent.
   Où est Marie? Marie est absente.

   Use *petit* and *grand* in drill showing picture of two boys, one tall, one smaller, or of two girls in same manner to drill feminine forms.

   Other appropriate illustrations may be used.

2. Game reinforcement of colors:

   a. *Montrez-moi* — Teacher says *Montrez-moi (rouge).* Child steps up to the color chart or wheel, points to "red" and says *Voici (rouge).*

      Go through all colors on chart with the same procedure.

      Variation of *Montrez-moi* — One child gives instructions and calls on another to come up to the color chart. This may be played by two teams.

   b. *Touchez (name of color)* — The teacher tells children to examine the clothing they are wearing to find the color she asks them to touch. *Touchez rouge.* Call on child wearing that color who must point to color in clothing and respond: *Voici rouge.* Use other colors similarly.

      Variation of *Touchez (rouge)* — A child may give the command either in a round robin or as a game with two teams, members of each team calling on opponents.



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c. *Le Sac à Surprises (The Grab Bag)* — The teacher prepares a shopping bag which contains pieces of paper of all of the colors taught. A child is called up to select a piece of paper, without looking, and is asked by the teacher: *Nommez la couleur.* The child must identify the color of the paper selected by responding either *Rouge* or *C'est rouge* (or whatever color is represented by the piece of paper selected).

3. Reinforcement through Completion of Sentences:

   The teacher holds up a yellow pencil and says *Le crayon est* _____. The class must provide *Jaune*. Then entire sentence is repeated by the group or individuals. The teacher points to chalkboard, *Le tableau est* _____. The class responds *Vert* or *Noir* depending on actual color. The entire sentence is repeated chorally. Other classroom objects are used in the same manner.

4. Identification of Shapes:

   The teacher distributes rexo sheet with the following shapes:

   le cercle
   le carré
   le triangle
   le rectangle
   l'étoile

   There is choral repetition of the French words as each shape is pointed out. The teacher instructs the class to color each shape in a particular color. *Coloriez en rouge le carré.* Allow time for children to color the square in red. *Coloriez en bleu le cercle.* Allow time for children to color the circle blue. Continue with other shapes and selected colors.

5. The children are given drawings of classroom objects and asked to color them with specific colors.



## Additional Materials for Grade 1

1. The material taught in kindergarten is reviewed.
2. Expand the unit vocabulary to include the following:

   | | |
   |---|---|
   | brun (-e) | triste |
   | gris (-e) | content (-e) |
   | pourpre | méchant (-e) |
   | rose | sage |

   Drill the above with color charts and illustrations.

   Expand the games presented in kindergarten to include the above colors.

   Use the adjectives in completion sentences.

3. Teach the interrogative pattern:

   De quelle couleur est _____?

   Drill the above with repetition drills first. Then use response drills:

   De quelle couleur est le crayon? Le crayon est jaune.
   De quelle couleur est le tableau? Le tableau est vert, etc.

4. Introduce interrogative structure *Est-ce que . . . ?* Drill with affirmative responses.

   Est-ce que le crayon est jaune? Oui, le crayon est jaune.
   Est-ce que le papier est blanc? Oui, le papier est blanc.

   Extend the structure to other content areas:

   Est-ce que deux et deux font quatre?
   Est-ce qu'il fait beau?
   Est-ce que tu t'appelles Marie?
   Est-ce que tu vas bien?
   Est-ce que tu as six ans?

   Use only affirmative responses.

5. **Game**

   *Le Sac à Surprises* — Extend to use new interrogative structures.

   Fill grab bag with objects. Child selects object and asks neighbor: *De quelle couleur est _____?* Neighbor must respond in complete sentence: *Le (object) est (color).*

   Variation: Grab Bag with objects. Child selects an object and asks a question describing the object. *Est-ce que le stylo est noir?* Neighbor must respond affirmatively.

6. Integrate with Art Curriculum — Primary and Secondary Colors:

   Present mathematical sentences with colors:

   Rouge et bleu font pourpre.
   Bleu et jaune font vert.
   Rouge et jaune font orange.

   Illustrate this with the use of colored chalk on chalkboard or with actual use of tempera paints.

   This may be expanded to include other color principles such as complementary colors, tone and tints.

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7. **Song**

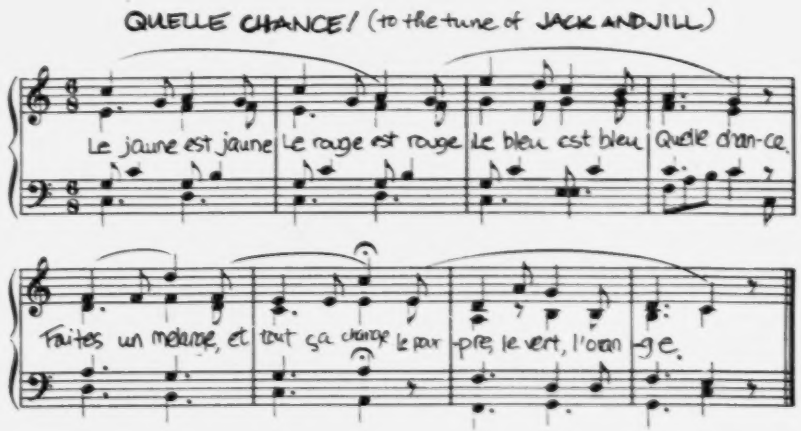
   Reinforce color concepts with the presentation of a new song:

   *Quelle Chance!* (To the tune of *Jack and Jill*)

   Le jaune est jaune.
   Le rouge est rouge.
   Le bleu est bleu.
   Quelle chance.
   Faites un mélange
   Et tout ça change.
   Le pourpre, le vert, l'orange.

   *How Keen!*

   Yellow is yellow.
   And red is red.
   And blue is blue.
   How keen!
   To fix them up,
   Just mix them up,
   Purple, orange and green.


QUELLE CHANCE! (to the tune of JACK AND JILL)
Le jaune est jaune
Le rouge est rouge
Le bleu est bleu
Quelle chan-ce
Faites un mélange, et tout ça change
le pur-pre, le vert, l'oran-ge.



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## Additional Materials for Grade 2

Allow sufficient time for review of kindergarten and first grade skills and activities.

1. Expand unit vocabulary to include:

   | | | |
   |---|---|---|
   | blond (-e) | bon (bonne) | même |
   | châtain (-e) | mauvais (-e) | différent (-e) |
   | marron | intelligent (-e) | |
   | violet (-e) | stupide | |

   Drill new colors with repetition drills using color charts and objects.

2. Expand interrogative structure *Est-ce que . . . ?* to elicit a negative response:

   Present the *ne . . . pas* negative structure

   Est-ce que le crayon est violet?
   Non, le crayon n'est pas violet.
   Est-ce que le drapeau est marron?
   Non, le drapeau n'est pas marron.
   Est-ce que le tableau est orange?
   Non, le tableau n'est pas orange.
   Est-ce que tu as cinq ans?
   Non, je n'ai pas cinq ans.
   Est-ce qu'il neige?
   Non, il ne neige pas.
   Est-ce que c'est aujourd'hui dimanche?
   Non, ce n'est pas dimanche.

   etc. (using various vocabulary topics already presented)

3. Reinforce above structures (*est-ce que* and negative responses) with dialogue using two puppets (boy and girl):

   Guignol: Bonjour, Marie. Ça va?
   Marie: Ah, Guignol. Ça ne va pas.
   Guignol: Oh, c'est dommage. Est-ce que tu es malade?
   Marie: Non, je ne suis pas malade. Je suis triste.
   Guignol: Oh! Tu n'es pas contente. Pourquoi?
   Marie: J'ai un crayon mais je n'ai pas de stylo.
   Guignol: Moi, j'ai deux stylos. Voici un stylo pour toi.
   Marie: Merci beaucoup, Guignol. Ça va bien maintenant.

   The teacher presents the above dialogue as a story. Allow for choral repetition by class line by line. Then check auditory comprehension with the following questions:

   1. Comment s'appelle le garçon?
   2. Comment s'appelle la petite fille?
   3. Est-ce que Marie est malade?
   4. Est-ce que Marie est triste?
   5. Pourquoi Marie est triste?
   6. Est-ce que Marie a un crayon?
   7. Est-ce que Marie a un stylo?
   8. Est-ce que Guignol a un stylo?
   9. Combien de stylos a Guignol?
   10. Est-ce que Guignol donne un stylo à Marie?

   Call on individual students to respond orally. Then ask for a choral repetition of the correct answer by the entire class.

4. The teacher instructs the class that pairs of children may prepare similar dialogues for presentation to the class.

5. **Game**

   *Le Sac à Surprises* — Use the interrogative structure with negative responses.

   Fill grab bag with colored objects. A child selects an object (example: red pen) and asks another child: *Est-ce que le stylo est jaune?* The child must respond negatively: *Non, le stylo n'est pas jaune. Le stylo est rouge.*

6. Integrate with Language Arts and Art Curriculum:

   Where do we get the names of colors? They come to us from the environment, from all of the things around us.

   Examples:

| | |
|---|---|
| flowers: | lilac, violet, rose |
| fruits: | orange, lime green, cerise (cherry red), melon |
| vegetables: | tomato red, celery, pea green |
| trees: | forest green, chestnut |
| general: | sky blue, aqua, sunny yellow, pearl gray |

   In French, the names of colors are also taken from the environment. Examples:

   orange, lilas, violet, châtain, cerise

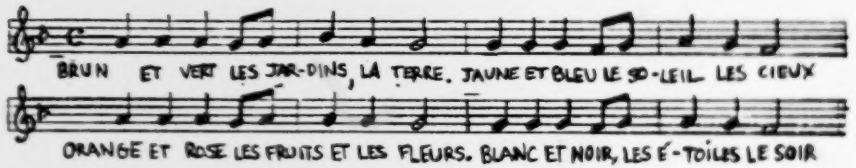
7. **Song**

   Teach song to illustrate the above concept.

   *D'où Viennent les Couleurs?*

   Brun et vert . . . les jardins, la terre.
   Jaune et bleu . . . le soleil, le ciel.
   Orange et rose . . . les fruits et les fleurs.
   Blanc et noir . . . les étoiles, le soir.

D'OÙ VIENNENT LES COULEURS?


BRUN ET VERT LES JAR-DINS, LA TERRE. JAUNE ET BLEU LE SO-LEIL LES CIEUX
ORANGE ET ROSE LES FRUITS ET LES FLEURS. BLANC ET NOIR, LES É-TOILES LE SOIR

# Unit 14: Clothing

## Objectives

The children will be able to

- use the French equivalents for specific articles of clothing
- use the indefinite article in French
- make clothing selections which are appropriate for weather conditions and specific occasions
- develop self-care skills, such as buttoning clothes and tying shoelaces

## Motivation

The teacher has shopping bag filled with articles of clothing (or doll's clothing) which match the vocabulary to be taught in French. "Boys and girls, can you tell me in English the names of these articles of clothing?" Call on students to identify in English the articles displayed. The teacher asks: Do we wear the same type of clothing to go to a party as we do when we play in the park?" Develop a discussion regarding the appropriateness of dress for a specific occasion. "Do we wear the same type of clothing when it is hot as we do on a cold and snowy day?" Elicit discussion regarding appropriateness of clothing to weather conditions.

Teacher: "We are going to hear a story about our friends and the clothing that they wear when they go to a party or when the weather is bad."

## Materials

Articles of clothing or doll's clothing appropriate for the new vocabulary. If these are not available, use pictures of clothing.
Pictures of various weather conditions.
Boy and girl puppet.

## Procedures

1. The teacher begins the lesson with a review of previously learned expressions, particularly those pertaining to color and weather.
2. Using specific articles of clothing, the teacher models the following vocabulary.

   | | | |
   |---|---|---|
   | la robe | le pantalon | les chaussures (les souliers) |
   | la blouse | la chemise | les chaussettes |
   | la jupe | les jeans | |

   Choral and individual repetitions follow.
3. Use articles of clothing with colors in sentences.

   La robe est bleue. Le pantalon est bleu. La jupe est bleue. La chemise est rouge. Les chaussures sont rouges. Les chaussettes sont rouges.

   Use other colors with articles of clothing. Allow for choral and individual repetition.
4. Call on students and describe what they are wearing. The use of the definite article is introduced.

   Robert porte un pantalon et une chemise. Le garçon porte un pantalon et une chemise.

   Paul porte des jeans et une chemise. Le garçon porte des jeans et une chemise.

   Marie porte une robe, des souliers et des chaussettes. Le petite fille porte une robe, des souliers et des chaussettes.

   Allow for choral and individual repetition.

5. The teacher explains the dialogue *La Fête de Pierrot.* "Boys and girls, Marie and Guignol are all dressed up today. Let's hear the reason why." The teacher models dialogue using boy and girl puppets:

   Guignol: Bonjour, Marie. Quelle jolie robe! Où vas-tu?
   Marie: Merci, Guignol. Je vais chez Pierrot. C'est son anniversaire.
   Guignol: Ah! Tu vas à la fête. Tu portes une robe. Pas de pantalon.
   Marie: Et toi? Tu portes un pantalon et une chemise. Pas de jeans.
   Guignol: Je vais à la fête aussi.
   Marie: Alors, allons chez Pierrot.
   Guignol: D'accord.

   Allow for choral repetition of the dialogue line by line.

## Summary

Teacher asks class: "Boys and girls, where were Guignol and Marie going? Why was Marie wearing a dress? What was Guignol wearing?" Allow for individuals to respond. After comprehension check, the teacher discusses with the class the selection of appropriate clothing for specific occasions.

Teacher: "Before we put our friends Guignol and Marie away today, let us go over our story once more." The teacher models the dialogue again and allows for choral repetition line by line.

## Follow-Up

Subsequent lessons in this unit should include the drill of clothing with colors as well as another presentation of the dialogue. The following activities are used to expand and reinforce the unit.

1. Round Robin Drill: The teacher begins: *Je porte une robe.* Each child must say a sentence describing an article of clothing being worn.

2. *Le Sac à Surprises:* A grab bag containing various articles of clothing being taught is presented to the children. A child selects an object and must respond to *Qu'est-ce que c'est?*

   Response: *C'est une robe. C'est un pantalon. etc.*

   This may be played in round robin fashion or as a game with two teams.

3. Extension of Grab Bag Drill: Extend the drill to include the color of an article of clothing. *De quelle couleur est la robe? La robe est rouge. etc.*

4. Independent Self-Care Skills Reinforcement:

   The teacher discusses with the class the need to develop "grown-up" habits, such as buttoning clothes by oneself, and tying laces by oneself. Present rhymes below as reinforcement.

   A. *Les Chaussures*

   Lace tes lacets, s'il te plaît
   Les chaussures bien attachées.

   *The Shoes*

   Tie your laces, if you please.
   Make them tight and you'll be right.

   B. *Une Devinette*

   Qu'est-ce que c'est? Devinez!
   Ouvrez donc, puis fermez.
   Deux parties sont liées.

   C'est dur, c'est petit, c'est rond.
   Ça rime avec "mouton."
   Qu'est-ce que c'est? Un Bouton!

*A Riddle*

What is it? Everyone knows.
Close or open, open or close.
Joined together, nothing shows.

Sometimes little, often round
Just like "mutton" is the sound
What is it? A Button!

## Additional Materials for Grade 1

Allow sufficient time for the review of kindergarten skills and activities.

1. Expand the clothing vocabulary to include the following:

   | | | |
   |---|---|---|
   | le manteau | les gants | les caoutchoucs |
   | le chapeau | le parapluie | les bottes |
   | la casquette | l'imperméable | |

   Drill the above with articles of clothing in repetition drills.

2. Expand drills to include colors and parts of the body.

   Je porte un manteau brun et des gants blancs.
   Je porte des souliers sur les pieds.
   Je porte des gants sur les mains.
   Je porte un chapeau sur la tête.
   Je porte des caoutchoucs sur les chaussures.
   De quelle couleur est le parapluie? Le parapluie est rouge.
   De quelle couleur sont les bottes? Les bottes sont noires.

3. Introduce new type of interrogative sentence with *N'est-ce pas.* Use affirmative responses only at this time.

   Repetition and Response Drills:

   Tu portes une robe, n'est-ce pas? Oui, je porte une robe.
   Il porte une casquette, n'est-ce pas? Oui, il porte une casquette.

   Call on a child to illustrate the above or use pictures of children.





4. Reinforce *n'est-ce pas* and the new vocabulary with a dialogue (two boy puppets):

   Guignol: Bonjour, Pierrot. Il fait très froid.
   Pierrot: Ah, oui. Je porte un chapeau et des gants.
   Guignol: Et moi, aussi. Tu portes un parapluie et des bottes, n'est-ce pas?
   Pierrot: Mais oui. Il pleut beaucoup.
   Guignol: Moi, je porte un imperméable mais je n'ai pas de parapluie.
   Pierrot: N'importe! Allons à l'école ensemble. Voici mon parapluie.
   Guignol: Merci beaucoup, Pierrot.

   Children may act out the dialogue. They may devise their own conversation combining clothing and weather.

5. *Le Sac à Surprises:*

   Use the grab bag game with new articles of clothing and review the items taught in kindergarten. Use *Qu'est-ce que c'est? De quelle couleur est . . . ?*

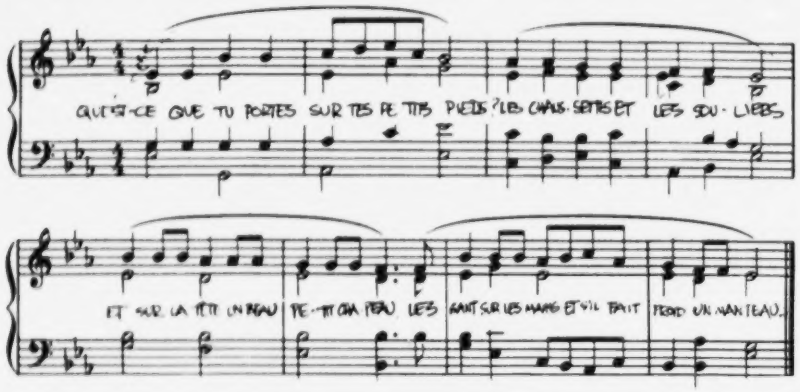
6. **Song**

   Present a song to reinforce the vocabulary of clothing with parts of the body:

   *Qu'Est-ce Que Tu Portes?* (To the tune of *Baa, Baa, Black Sheep*)

   Qu'est-ce que tu portes sur tes petits pieds?
   Des chaussettes et des souliers.
   Et sur la tête, un beau petit chapeau.
   Des gants sur les mains
   Et s'il fait froid un manteau.

   Socks and shoes to wear on both your feet.
   On your head, a hat's real neat.
   Gloves on your hands keep your fingers so warm.
   A coat buttoned up
   To beat a cold winter storm.

QU'EST-CE QUE TU PORTES? (to the tune of BAA, BAA BLACK SHEEP)

QU'EST-CE QUE TU PORTES SUR TES PE TITS PIEDS? LES CHAUS SETTES ET LES SOU LIERS
ET SUR LA TÊTE UN BEAU PE-TIT CHA PEAU LES GANTS SUR LES MAINS ET S'IL FAIT FROID UN MANTEAU.

## Additional Material for Grade 2

1. Review material taught in kindergarten and Grade 1.
2. Expand the unit vocabulary to include:

| | | |
|---|---|---|
| le chandail | les bas (de nylon) | le gilet |
| le pullover | le veston | le mouchoir |
| le maillot | la jaquette | |

Drill the new vocabulary first with repetition drills with actual articles of clothing or illustrations. Drill items in combination with colors.

Expand drills with focus on colors *(De quelle couleur est . . . ?)* and with personalized questions *(Qu'est-ce que tu portes? Je porte . . . )*

3. Present new verbs in connection with clothing:

I put on . . . *Je mets . . .*
*Je mets le chapeau (le manteau, les gants, etc.)*
I take off . . . *J'enlève . . .*
*J'enlève le chapeau (le manteau, les gants, etc.)*

4. Reinforce interrogative structures *est-ce que . . .* and *n'est-ce pas?* Combine these with expressions pertaining to the weather:

Est-ce que tu mets le chandail quand il fait frais?
Oui, je mets le chandail quand il fait frais.
Tu mets les caoutchoucs quand il pleut, n'est-ce pas?
Oui, je mets les caoutchoucs quand il pleut.
Est-ce que tu enlèves le manteau quand il fait chaud?
Oui, j'enlève le manteau quand il fait chaud.
Tu enlèves l'imperméable quand il fait du soleil, n'est-ce pas?
Oui, j'enlève l'imperméable quand il fait du soleil.
etc., etc.

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5. Expand the grab bag *(Le Sac à Surprises)* to include the following:

   Fill the grab bag with articles of clothing which are easy to put on or take off over child's regular clothing. The child selects an article of clothing from the grab bag. The child must describe putting on or taking off the article selected:

   Je mets le chapeau. J'enlève le chapeau.
   Je mets les gants. J'enlève les gants.
   Je mets le chandail. J'enlève le chandail. Etc., etc.

6. Review the seasons:

   le printemps . . . au printemps  l'automne . . . en automne
   l'été . . . en été  l'hiver . . . en hiver

   Drill the above with appropriate illustrations representative of each season.

7. Reinforce the season vocabulary with expressions pertaining to the weather and articles of clothing:

   En hiver, il fait froid. Je porte un manteau et un chapeau.
   Au printemps, il pleut. Je porte un imperméable et un parapluie.
   En été, il fait chaud. Je porte un maillot.
   En automne, il fait du vent. Je porte un chandail.
   Etc., etc.

8. **Song**

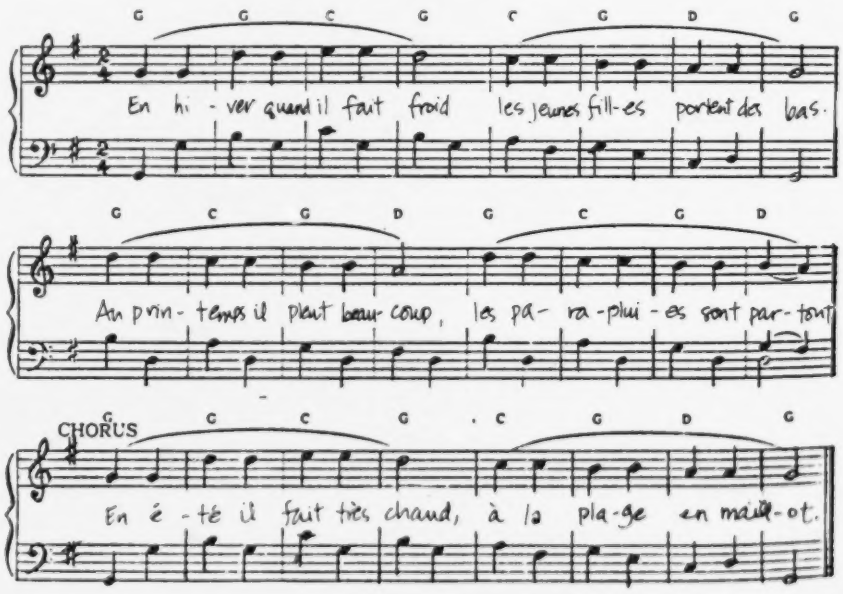
   Teach a song to reinforce clothing vocabulary with seasons and weather:

   *Quel Temps Fait-il?*
   (To the tune of Twinkle, Twinkle Little Star)

   En hiver quand il fait froid
   Les jeunes filles portent des bas.
   Au printemps, il pleut beaucoup,
   Les parapluies sont partout.
   En été, il fait très chaud,
   À la plage en maillot.



En automne, il fait du vent,
Porte un chandail très souvent.
Quand la neige tombe du ciel,
On porte les bottes parce qu'il gèle.
Si le ciel est nuageux
Un sourire est le mieux.

QUEL TEMPS FAIT-IL? (TO: TWINKLE, TWINKLE LITTLE STAR)

G G C G C G D G
En hi - ver quand il faut froid les jeunes fill-es portent des bas.
G C G D G C G D
Au prin- temps il pleut beau coup, les pa- ra -plui - es sont par- tout
CHORUS
G C C G C G D G
En é - té il fait très chaud, à la pla-ge en mail-ot.

# Unit 15: Animals

## Objectives

Children will be able to

- identify household pets in French
- answer questions regarding the pets they have
- respond to the question *Tu as . . . ?* with *J'ai . . .* or *Je n'ai pas de . . .*

## Motivation

The teacher asks the children if they know what a pet is. The children are asked to identify pets on a chart. The children speak about their own pets by responding to such questions as the following:

Do you have a pet?
What kind of a pet do you have?
What is its name?
What color is it?
Is your pet big or little?
Do you like your pet?

The teacher then says: "French children have pets too. They love to speak about their pets. In what language do they speak about them? Would you like to speak about your pets in French too?"

## Materials

Puppets
Picture chart of pets — dogs, cats, birds, fish and turtles
A classroom fish tank (if possible)
Stuffed or toy animals brought in by children
A tape of the lesson



## Procedures

1. The teacher reviews certain vocabulary and expressions taught previously such as the following:

   beau
   petit (?)
   grand
   petit
   Tu aimes — j'aime
   Il est — elle est
   De quelle couleur est . . . ?
   colors as needed
   Comment s'appelle-t-il?
   Comment s'appelle-t-elle?

2. The teacher shows the children a pet chart. A puppet points to a dog, for example, and asks the teacher: *Qu'est-ce que c'est?* The teacher answers: *Un chien.* This is repeated several times. Then the puppet turns to the class with the same question. After the class has had an opportunity to respond several times, other pets, such as *l'oiseau, la tortue, le chat* and *le poisson* are introduced in a similar manner.

3. The knowledge of the new expressions is reinforced by having the children repeat them, as the teacher points to the various pets in quick succession.

4. When the children show that they have acquired the new expressions, the following questions which are already familiar to them are asked:

   Tu as un animal chez toi?
   C'est un chien? un chat? un oiseau?
   Comment s'appelle-t-il?
   De quelle couleur est-il?
   Ton chien est petit ou grand?
   Tu aimes ton animal?

   In the unit on the family, the children have become familiar with the use of *mon* and *ma, Comment s'appelle-t-il?, Comment s'appelle-t-elle?* and *J'aime.*

## Summary

After a brief exercise with *Montrez-moi . . .* and the response *Voilà . . .* the teacher sends a child to the chart to play teacher. The child says to the class: *Montrez-moi un chat (un chien, un oiseau, une tortue, un poisson)?* Volunteers go to the board and point to the pet. They respond with: *Voilà un chat.*

## Follow-Up

1. Review the expressions using *Montrez-moi* and *Qu'est-ce que c'est?*
2. Children now learn to ask the questions shown in item no. 4 above about pets. This is done by means of individual and choral drills, round robin exercises and the use of the tape recorder.
3. The children are now asked to speak in a more extended manner about their real or imaginary pets. A child might say: *J'ai un chien. Il est joli. Il s'appelle Toutou. Il est noir et blanc. Mon chien est petit. J'aime mon petit chien.*
4. **Poem**

   *Mon Oiseau*

   J'ai un oiseau.
   Il s'appelle Coco.
   J'aime mon oiseau.
   Il est vraiment beau.

5. **Songs**

   1. *Mon Petit Chien*

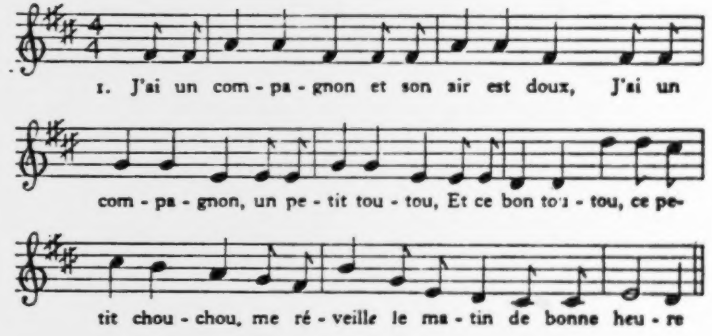
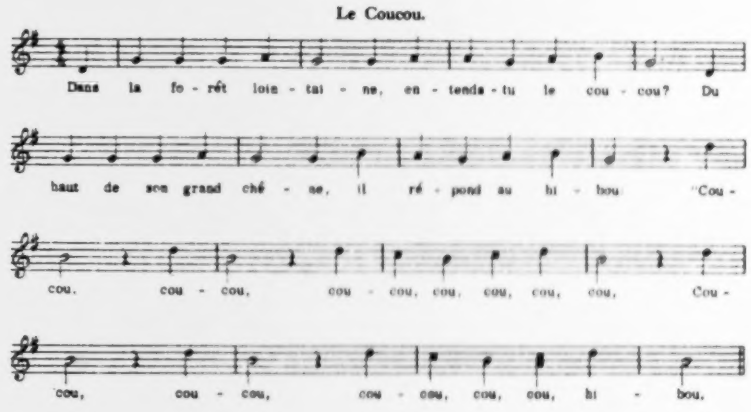
      J'ai un compagnon
      Il a l'air doux,
      J'ai un compagnon,
      Un petit toutou.
      Et ce bon toutou,
      Ce petit chouchou
      Me réveille le matin
      De bonne heure.



   2. *Le Coucou*

      Dans la forêt lointaine, entends-tu le coucou?
      Du haut de son grand chêne, il répond au hibou:
      "Coucou, coucou, coucou, cou, cou, cou, cou.
      Coucou, coucou, coucou, cou, cou, hibou."

*MON PETIT CHIEN*

(*Air:* John Peel)

1. J'ai un com - pa - gnon et son air est doux, J'ai un
com - pa - gnon, un pe - tit tou - tou, Et ce bon tou - tou, ce pe-
tit chou - chou, me ré - veille le ma - tin de bonne heu - re

Le Coucou.
Dans la fo - rêt loin - tai - ne, en - tends - tu le cou - cou? Du
haut de son grand ché - ne, il ré - pond au hi - bou. "Cou -
cou, cou - cou, cou - cou, cou, cou, cou, cou, Cou -
cou, cou - cou, cou - cou, cou, cou, hi - bou.

## Additional Material for Grade 1

1. The vocabulary and expressions taught in kindergarten are reviewed.
2. The vocabulary to be introduced in Grade 1 is as follows:

| | |
|---|---|
| l'éléphant | drôle |
| le cirque | féroce |
| le singe | gros |
| le lion | le cheval |
| le tigre | |
| l'ours | |

3. Motivate this extended unit by asking the children if they have ever seen animals other than the pets they have spoken about in the kindergarten. The following questions which introduce the idea of the circus are suggested:

   What kind of animals did you see?
   Where did you see them?
   Did you ever see a bear?
   What animals do you like to see on T.V.?
   Which animals are funny?
   Which ones are ferocious? (explain this word)
   What is a circus? etc., etc.

4. If a large picture of a circus is available, the teacher points to the picture and says, *Voilà un cirque. Répétez, un cirque.* If there is no circus picture in the classroom, a chart of circus animals cut out from magazines or from circus coloring books will do. A few colorful balloons, the picture of a clown and other items hung around the room will create the atmosphere of a circus. The pupils repeat the French expression for each animal when it is pointed to.
5. Children will hear and repeat descriptive sentences:

   Le singe est drôle.
   L'éléphant est grand.
   L'ours est gros.
   Le tigre est féroce.
   Le lion est féroce aussi.



6. The puppet now asks the teacher the following questions which the teacher answers as children are told to listen:

   Quel animal est drôle?
   Quel animal est grand?
   Quel animal est gros?
   Quel animal est féroce?

7. The teacher says to children, *L'éléphant est grand. Comment est l'éléphant?* If no answer is forthcoming, the teacher repeats the statement and question again and prompts the first few children, if necessary. The teacher follows same procedure with the other descriptive sentences.
8. To review the previously learned expressions and to reinforce the new material, the following questions may be asked:

   Qu'est-ce que c'est? (pointing to an animal)
   Tu aimes l'éléphant?
   Il est grand ou petit?
   Montrez-moi le singe.
   Le singe est gros?
   Quel animal est gros?
   Le poisson est féroce?

9. Before teaching the following dialogue, the new vocabulary should be clarified:

| | |
|---|---|
| André: | Où vas-tu? |
| Marie: | Au cirque. |
| André: | Tu aimes les animaux féroces? |
| Marie: | Oui, seulement dans les cages. |

10. **Poem**

    *Le Cirque*

    J'aime le cirque
    Et les animaux.
    J'aime les singes
    Et les chevaux.
    Les éléphants, les tigres aussi.
    J'aime les ours — grands et petits.

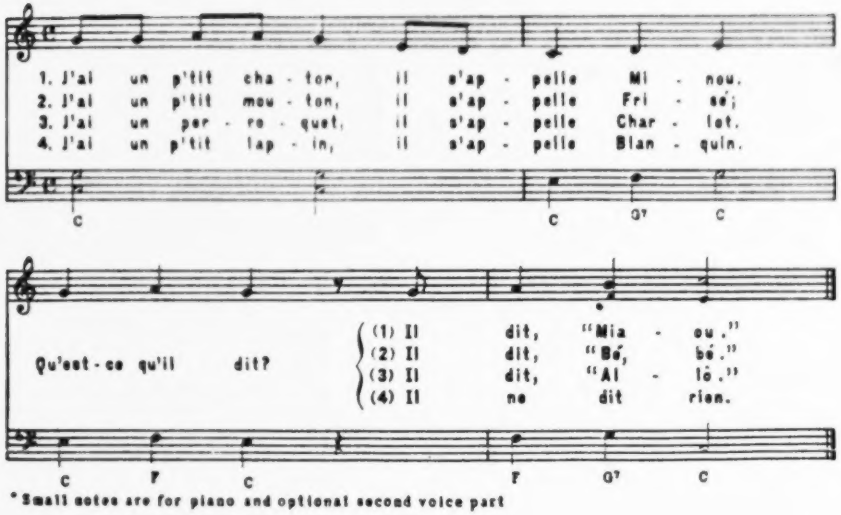
11. **Songs**

a. *Les Animaux*

b. *Pauvre Éléphant*
(To the tune of *Three Blind Mice*)

Pauvre éléphant.
Pauvre éléphant.
Il n'est pas beau.
Il n'est pas beau.
Son tronc est long et il est très gros.
Ses yeux sont petits et je n'aime pas sa peau.
Pauvre éléphant.

LES ANIMAUX


1. J'ai un p'tit cha - ton, il s'ap - pelle Mi - nou.
2. J'ai un p'tit mou - ton, il s'ap - pelle Fri - sé;
3. J'ai un per - ro - quet, il s'ap - pelle Char - lot.
4. J'ai un p'tit lap - in, il s'ap - pelle Blan - quin.
C C G7 C
Qu'est-ce qu'il dit?
(1) Il dit, "Mia - ou."
(2) Il dit, "Bé, bé."
(3) Il dit, "Al - lô."
(4) Il ne dit rien.
C F C F G7 C

* Small notes are for piano and optional second voice part



12. **Game**

*Qu'est-ce que c'est? Devinez.*

Children are given drawing paper and crayons. The class is divided into two teams. The teacher tells the children to draw an animal, any animal in a circus or any house pet. They must write their names on the back of the papers. The children of each team get the papers of the competing team. The children from Team A hold up the pictures before the class and name the animal. Whenever the artist in Team B agrees that the creation was properly identified, Team A scores a point. Then the children in Team B step up with the drawings of the Team A artists. The winning team is the one which scores the greatest number of points.

## Additional Material for Grade 2

1. Review the vocabulary and expressions taught in kindergarten and Grade 1:

| | |
|---|---|
| le chat | le singe |
| le chien | le lion |
| l'oiseau | l'ours |
| le poisson | le cheval |
| la tortue | |
| un animal | |

Tu as . . . ? J'ai . . . . Je n'ai pas de (d') . . .
Tu aimes
Comment s'appelle . . . ?
petit, grand, beau, drôle, gros, féroce
Il est . . . . Elle est . . . .
Qu'est-ce que c'est?
l'éléphant

2. The following vocabulary and expressions are introduced in Grade 2:

| | |
|---|---|
| la poule | le fermier |
| la vache | la ferme |
| la brebis | le lait |
| le cochon | la laine |
| les oeufs | donner |
| généreux | aider |
| Tu as raison. | Je ne comprends pas. |

3. Review the expressions for animals taught in kindergarten and Grade 1 by means of questions such as these:

   Tu as un chien?
   Tu aimes ton animal?
   De quelle couleur est ton oiseau?
   Il est grand ou petit?
   (pointing to circus animals) Qu'est-ce que c'est?
   Le chat est féroce?
   L'éléphant est petit?
   Quel animal est drôle?

4. The teacher asks the children questions in English about a farm. The children review what a farm is, what animals are usually found on a farm, what the farmer does and where wool, milk and eggs come from. The teacher then turns to a picture of a farm and farm animals and elicits or gives the names of the animals in English.

5. The teacher points to the picture and says: *C'est une ferme. Répétez, une ferme.* The teacher then continues with: *En été je vais à la ferme de mon grand-père.* The repetition of the sentence is accomplished with small word groups: *Je vais à la ferme. Je vais à la ferme de mon grand-père. En été je vais à la ferme.* Finally the children say: *En été je vais à la ferme de mon grand-père.*



6. Once the children can repeat the above sentence, the teacher points to one farm animal at a time, drills the word for the animal first and then a sentence using the word. Examples:

   *La vache donne le lait.* (*Donne* and *le lait* should be taught before the entire sentence is presented. A picture of a glass of milk will clarify *le lait.*)

   *La brebis donne la laine.* (A small ball of wool might be used to clarify *la laine.*)

   *La poule donne les oeufs.* (Show a picture of eggs.)

   *Le cochon donne la viande.* (Show a picture of a steak.)

   *Le cheval aide le fermier.* (Teach *aide* and *fermier.*)

7. The farm vocabulary and the sentences pertaining to a farm as shown in item 6 are reviewed by means of a repetition drill before the following dialogues are taught:

   *La Ferme de Mon Grand-père*

   A. Michelle: Où vas-tu en été?
   Anne: Je vais à la plage. Et toi?
   Michelle: Je vais à la ferme de mon grand-père.
   Anne: Bonnes vacances!

   B. Anne: Tu aimes les animaux à la ferme?
   Michelle: Mais oui. Les animaux son très généreux.
   Anne: Pourquoi généreux?
   Michelle: Parce que la vache donne le lait et la poule donne les oeufs.

8. **Song**

*La Poule Donne les Oeufs*
(To the tune of *The Farmer in the Dell*)

La poule donne les oeufs,
La vache donne le lait.
Le mouton donne la laine.
Le cheval aide le fermier.

9. **Poem**

*Bé Bé Brebis Noir*

Bé bé brebis noire,
As-tu de la laine?
Oui monsieur, oui monsieur,
Trois poches pleines.
Une pour mon maître.
Une pour ma belle.
Une pour le petit garçon
Qui vit dans la ruelle.

10. **Game**

The children are asked to bring in (at the start of the unit) pictures of pets and circus and farm animals. The pictures are distributed to the children upside down. The children in the first row name the animal they are holding. If every child in a row gives the correct French name of the animal, each child in that row gets an animal cookie. After each row has recited and the winning rows have received and eaten their animal cookies, the children in the other less successful rows also get cookies; the winning rows, however, get a second one.

# Unit 16: The Snack

## Objectives

The children will be able to

- use French vocabulary and conversational patterns relating to a snack
- develop good habits of hygiene (washing and drying hands before eating)
- develop good habits of nutrition (selecting nutritious foods for snacks)
- practice social skills in French, e.g., saying "please" and "thank you"
- use idiomatic expressions with the verb *avoir*, specifically *avoir faim* and *avoir soif*

## Motivation

The teacher has a basket of fruit or artificial fruit representing the target vocabulary of fruits to be learned. The teacher also has empty juice cans, milk containers and other items served as class snacks. "Boys and girls, can you tell us the names of these food items in English?" After calling on students to identify foods in English the teacher says: "When we have our snacks, do we have candy and soda?" A discussion regarding the selection of nutritious foods for snacks as well as for regular meals follows.

The teacher says: "We are going to hear a story about our friends Guignol and Marie and the kinds of food they eat for their snacks in school."

## Materials

Basket of artificial or real fruit
Pictures of or actual food items used in classroom snacks
Boy and girl puppets



## Procedures

1. The teacher begins the lesson with a warm-up of previously learned material, specifically days of the week (for a song to be learned) and colors (to describe fruits).
2. Using a basket of fruit, the teacher models the following vocabulary:

   *Une Corbeille de Fruits*

   | | |
   |---|---|
   | une pomme | une cerise |
   | une orange | une pêche |
   | une banane | des raisins |
   | une poire | des fruits |

   *Optional*

   | | |
   |---|---|
   | une fraise | un ananas |
   | un abricot | un melon |
   | un citron | une pamplemousse |

   Choral and individual repetitions are used with the target vocabulary.
3. Fruits are combined with colors in a repetition drill:

   La pomme est rouge.
   La cerise est rouge.
   La banane est jaune.
   L'orange est orange.
   Les raisins sont verts ou pourpres.
   La poire est verte, jaune ou brune.

   The following completion sentences are also used for choral repetition:

   La pomme est _____.
   La banane est _____. etc.

4. Social skills in saying "please" and "thank you" are reinforced:

   Using a basket of fruits the teacher says: *Donne-moi une banane, s'il te plaît.*

   A child selects a fruit and says: *Voici une banane.*

   The teacher says: *Merci beaucoup* or simply *merci.*

   The child then asks another child: *Donne-moi une orange, s'il te plaît.*

   The second child selects a fruit and says: *Voici une orange.*

   The first child says: *Merci beaucoup.*

   The drill is continued in round robin fashion.

5. The teacher explains in English the dialogue *Le Goûter (The Snack).* "Boys and girls, Marie and Guignol are in school. It is the afternoon, about 1:30. What activity do we have at that time? Guignol and Marie also have their snack at that time. Let's hear what they have for their snack."

   *Le Goûter*

   Guignol: Marie, j'ai faim.
   Marie: Et moi, j'ai soif.
   Guignol: Le goûter est prêt?
   Marie: Mais oui. Le voilà.
   Guignol: Qu'est-ce qu'il y a?
   Marie: Des bananes et du jus de pomme.
   Guignol: Mmmmm . . . Un bon goûter et la bonne santé.

   The dialogue is repeated line by line chorally.

## Summary

The teacher asks the class: "Boys and girls, what kinds of foods do we eat for our snack? Why do we pick these foods for our snack? What did Guignol and Marie have for their snack? What do you think of their snack? The relationship between a nutritious snack and good health as emphasized in the last line of the dialogue is discussed.



Teacher: "Let's practice our story once more. Tomorrow we will hear what kind of snack Guignol and Marie have on another day in school."

The dialogue is repeated chorally line by line.

## Follow-Up

The following activities are used to expand and reinforce the core of the unit:

1. Dialogue variations: In the basic dialogue, fruits and juices are varied.

   Examples of juices:

   | | |
   |---|---|
   | jus d'orange | jus de poire |
   | jus de tomate | jus de pêche |
   | jus de raisin | jus d'ananas |

   The children may select a partner to present a dialogue similar to the model and vary the fruit and the juices.

2. **Games**

   a. *Qu'est-ce que c'est?* The teacher or a child selects fruit from a basket and asks: *Qu'est-ce que c'est?* The child called on must properly identify the fruit and respond: *C'est (correct name of fruit).* This may be played in round robin fashion or with two teams.

   b. Use a basket of fruit to describe the color of fruit. The teacher or children pose the question *De quelle couleur est . . . ?* The response is in a complete sentence *La pomme est rouge.*

3. Riddles — *Devinettes*

   a. Qu'est-ce que c'est?
      C'est un fruit. C'est long. C'est jaune.
      Response: C'est une banane.

   b. Qu'est-ce que c'est?
      C'est un fruit. C'est rond. C'est rouge.
      Response: C'est une pomme (une cerise).

   c. Qu'est-ce que c'est?
      C'est un fruit. C'est rond. C'est orange.
      Response: C'est une orange.

4. Good hygiene habits:

   The teacher discusses with class good hygiene habits, such as washing and drying hands before handling food. The rhymes below are presented as reinforcement:

   *Avant de Manger*

   Lavez-vous les mains. (Gesture: Wash hands)
   Puis séchez-les. (Gesture: Dry hands)
   Faites tout ça
   Avant de manger.

   *Before Eating*

   Wash your hands.
   Dry them too.
   Be clean and neat
   Before you eat.

5. Integration with the art curriculum: Skills of Color Recognition and Coloring

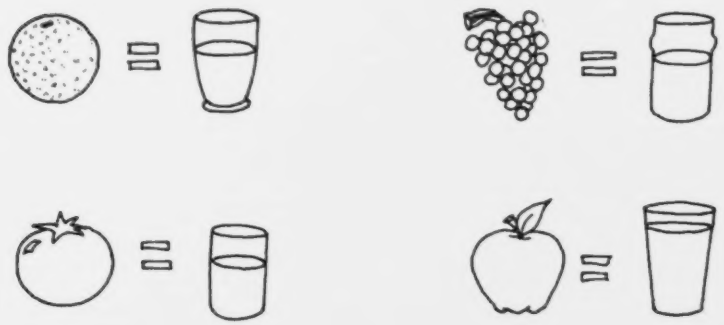
   See sample of drawings illustrating fruits and juices:

   Questions:

   De quelle couleur est l'orange (la tomate, la pomme, etc.)?
   De quelle couleur est le jus d'orange (de tomate, de pomme, etc.)?

   Instructions:

   Coloriez les fruits et les jus.



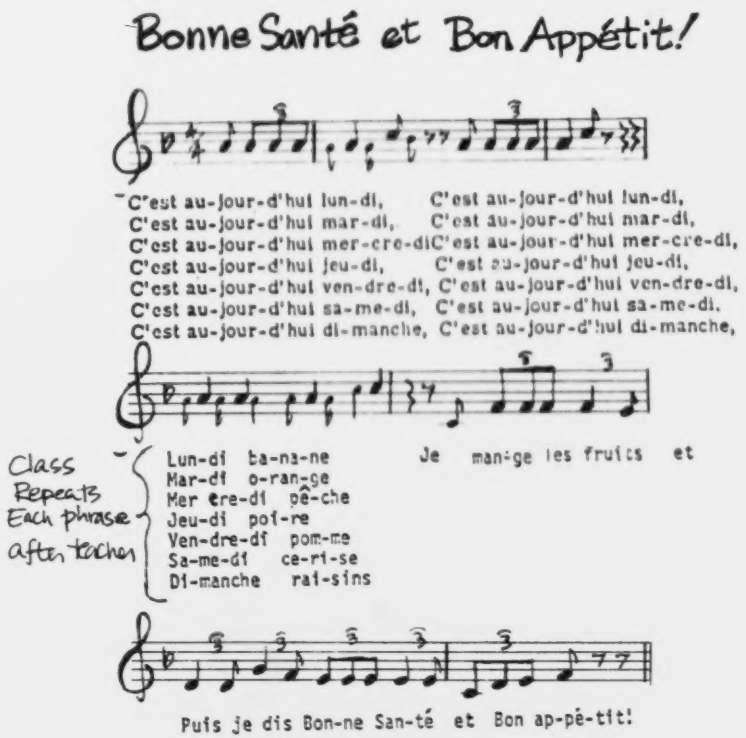


6. **Song**

   *Bonne Santé et Bon Appétit*

   The teacher explains to the class that since they have learned the names of various fruits so well, they can now learn a new song. In the song, the class will be the teacher's echo and repeat each line that the teacher says. In the chorus part, the class and the teacher sing together.

   The days of the week in French are reviewed and it is explained that with each day of the week the children will sing the name of a fruit.

   The relationship of good health and proper diet including fruit is discussed.

Bonne Santé et Bon Appétit!
C'est au-jour-d'hui lun-di, C'est au-jour-d'hui lun-di,
C'est au-jour-d'hui mar-di, C'est au-jour-d'hui mar-di,
C'est au-jour-d'hui mer-cre-di C'est au-jour-d'hui mer-cre-di,
C'est au-jour-d'hui jeu-di, C'est au-jour-d'hui jeu-di,
C'est au-jour-d'hui ven-dre-di, C'est au-jour-d'hui ven-dre-di,
C'est au-jour-d'hui sa-me-di, C'est au-jour-d'hui sa-me-di.
C'est au-jour-d'hui di-manche, C'est au-jour-d'hui di-manche,
Class Repeats Each phrase after teacher
Lun-di ba-na-ne
Mar-di o-ran-ge
Mer cre-di pê-che
Jeu-di poi-re
Ven-dre-di pom-me
Sa-me-di ce-ri-se
Di-manche rai-sins
Je man-ge les fruits et
Puis je dis Bon-ne San-té et Bon ap-pé-tit!

## Additional Material for Grade 1

1. The material taught in kindergarten is reviewed.
2. The vocabulary is expanded to include the concept of vegetables (*les légumes*) — *Une Corbeille de Légumes* is used as motivation.

   For Sound Recognition and Identification:

| | |
|---|---|
| le légume | la salade |
| la carotte | la pomme de terre |
| le céleri | la tomate |
| le brocoli | le concombre |
| la laitue | les petits pois |

   Optional:

| | |
|---|---|
| les oignons | les champignons |
| les piments | le chou |
| les haricots verts | le chou-fleur |
| les épinards | le radis |

   The repetition drill involves the objects in the basket of vegetables.

   Colors are used in the drill:

   De quelle couleur sont les carottes?
   De quelle couleur est le brocoli?

   The teacher discusses with the class the importance of vegetables and fruits for a healthy diet.

3. Idiomatic expressions with verb "avoir," specifically *avoir faim* and *avoir soif* are drilled.

   The teacher taps the stomach and pretends to eat a vegetable (or a fruit):

   J'ai faim. Je mange une carotte (du brocoli, du céleri, une pomme, etc.).
   Tu as faim? Tu manges une carotte (du brocoli, du céleri, une pomme, etc.).

   The teacher taps the throat and pretends to drink milk (or juice or water, etc.).

   J'ai soif. Je bois du lait (de l'eau, du jus, du café, etc.).
   Tu as soif? Tu bois du lait (de l'eau, du jus, du café, etc.).

   Repetition drills with appropriate actions and response drills are used:

   Tu as faim? Oui, j'ai faim. Je mange une pomme (du brocoli, etc.).
   Tu as soif? Oui, j'ai soif. Je bois du lait (du jus, etc.).

   Est-ce que tu as faim? Oui, j'ai faim. Je mange des légumes.
   Est-ce que tu as soif? Oui, j'ai soif. Je bois du lait.

4. The teacher pretends to prepare or actually prepares a salad. If real vegetables are available, so much the better, since the children can taste the salad after it has been prepared.

   Je vais préparer une salade. Donne-moi une carotte, une tomate, un concombre, etc.

   As the teacher is handed the vegetable called for, the class repeats its name in French. Teacher intersperses questions:

   De quelle couleur est la tomate, la carotte, etc.?
   Qu'est-ce que c'est? C'est une tomate, etc.

5. **Games**

   a. *Qu'est-ce que c'est?* Call on children to identify vegetables in a basket.

   b. *Donne-moi* (name of vegetable), *s'il te plaît.* Call on children to select the vegetable asked for.

6. A new dialogue to reinforce vocabulary and concepts regarding good nutrition is presented:

   *Après l'École*

   Guignol: Marie, tu prends un goûter après l'école?
   Marie: Oui, un tout petit goûter.
   Guignol: Des bonbons et des chips sans doute!!!
   Marie: Moi? Jamais!!! Quand j'ai faim — des fruits et des légumes . . .
   Guignol: Ah, tu es intelligente! Un bon goûter et la bonne santé.

7. Social Skills Reinforcement:

   The teacher discusses with the class the importance of saying **please** and **thank you.** A rhyme is presented as reinforcement of social skills.

   *Les Mots Magiques*

   Les coeurs, comme les portes, s'ouvrent bien vite,
   Grâce à deux clés toutes petites.
   Ces mots magiques sont très doux:
   "S'il vous plaît" et "Merci beaucoup."

   *The Magic Words*

   Hearts, like doors, will open, and quickly,
   With two little keys used very simply.
   The magic words are so few:
   First say "please" and then "thank you."

   The above rhyme lends itself to being illustrated by the children.

8. Reinforce concept of selecting proper foods for a snack.

   See the sample of drawings illustrating snack foods. The teacher explains to the children that they are to circle those items which would be a healthy and nutritious snack. Identify items in French and allow for choral repetition of each. Then instruct the class: *Choisissez un bon goûter. Encerclez les bons goûters.*

   Line 1: le soda, des raisins, une orange, des chips
   Line 2: une banane, des bonbons, des petits gâteaux (des muffins)
   Line 3: la confiture de fraises, une orange, des noix, du chocolat
   Line 4: des carottes, des raisins secs, du lait

9. Review the kindergarten song *Bonne Santé et Bon Appétit* using fruits with days of the week. Present a new version of the song using vegetables (*les légumes*) for each day of the week:

   C'est aujourd'hui lundi. (Repeat) Lundi — carotte (Repeat)

   Chorus: Je mange les légumes et puis je dis Bonne Santé et Bon Appétit.

   C'est aujourd'hui mardi. (Repeat)
   Mardi — brocoli (Repeat) . . . Chorus
   C'est aujourd'hui mercredi. (Repeat)
   Mercredi — céleri (Repeat) . . . Chorus
   C'est aujourd'hui jeudi. (Repeat)
   Jeudi — petits pois (Repeat) . . . Chorus
   C'est aujourd'hui vendredi. (Repeat)
   Vendredi — épinards (Repeat) . . . Chorus
   C'est aujourd'hui samedi. (Repeat)
   Samedi — haricots verts (Repeat) . . . Chorus
   C'est aujourd'hui dimanche. (Repeat)
   Dimanche — pomme de terre (Repeat) . . . Chorus

## Additional Materials for Grade 2

1. The material taught in kindergarten and Grade 1 is reviewed.
2. The vocabulary is expanded to include the following:

   | | |
   |---|---|
   | le lait | le jus (d'orange, de pomme, de raisin, etc.) |
   | le chocolat | l'eau |
   | le café | le thé |
   | le soda | |

   Choral repetition drills are used as each object is shown. This is followed by sentences. The children pretend they are drinking a beverage:

   | | |
   |---|---|
   | Je bois du lait. | Je bois de l'eau. |
   | Je bois du jus. | Je bois du café. |
   | Je bois du chocolat. | Je bois du thé. |



Proceed with sentences with family members:

| | |
|---|---|
| Mon père boit du café. | Ma mère boit du thé. |
| Mon frère boit du jus. | Ma soeur boit du chocolat. |
| Etc. | |

Use response drills (first with affirmative responses):

| | |
|---|---|
| Tu bois du lait? | Oui, je bois du lait. |
| Tu bois du jus? | Oui, je bois du jus. |
| Tu bois de l'eau? | Oui, je bois de l'eau. |
| Est-ce que tu bois du lait? | Oui, je bois du lait. |

Present the negative response as an introduction to a new structure, the negative partitive:

| | |
|---|---|
| Tu bois du lait? | Non, je ne bois pas de lait. |
| Tu bois de l'eau? | Non, je ne bois pas de l'eau. |
| Tu bois du jus? | Non, je ne bois pas du jus. |
| Tu manges des bonbons? | Non, je ne mange pas de bonbons. |
| Tu manges des sucettes? | Non, je ne mange pas de sucettes. |

Continue as above using fruits, vegetables and other food items in both affirmative and negative sentences to drill the partitive.

3. Extend the vocabulary to include the verbs *aimer* and *préférer*:

| | |
|---|---|
| Tu aimes les fruits? | Oui, j'aime les fruits. |
| Tu aimes les bonbons? | Non, je n'aime pas les bonbons. |
| Tu aimes le lait? | Oui, j'aime le lait. |
| Est-ce que tu aimes le café? | Non, je n'aime pas le café. |
| Que préfères-tu, le café ou le jus? | Je préfère le jus. |
| Que préfères-tu, une pomme ou du chocolat? | Je préfère une pomme. |

Drill the above first in repetition drills and then in response drills and round robin drills.

4. Drill the use of the interrogative expressions *que* and *qu'est-ce que*:

| | |
|---|---|
| Que manges-tu? | Je mange une orange. |
| Que bois-tu? | Je bois du chocolat. |
| Etc. | |

| | |
|---|---|
| Qu'est-ce que tu manges? | Je mange une banane. |
| Qu'est-ce que tu bois? | Je bois du lait. |
| Etc. | |

Drill this in repetition response and round robin drills.

5. Reinforce the material taught through the presentation of the following dialogue:

| | |
|---|---|
| Marie: | Bonjour, Guignol. Il fait chaud. |
| Guignol: | Oui. J'ai soif. |
| Marie: | Et moi aussi. Je bois du jus de pomme. |
| Guignol: | Moi, je préfère le lait. |
| Marie: | J'aime le lait aussi. |
| Guignol: | Superbe! Le lait et la bonne santé. |

After sufficient drill, students may practice the dialogue in pairs.

6. **Games**

   a. A grab bag (*Le Sac à Surprises*) contains empty beverage containers. The children must respond to the question *Qu'est-ce que c'est?*

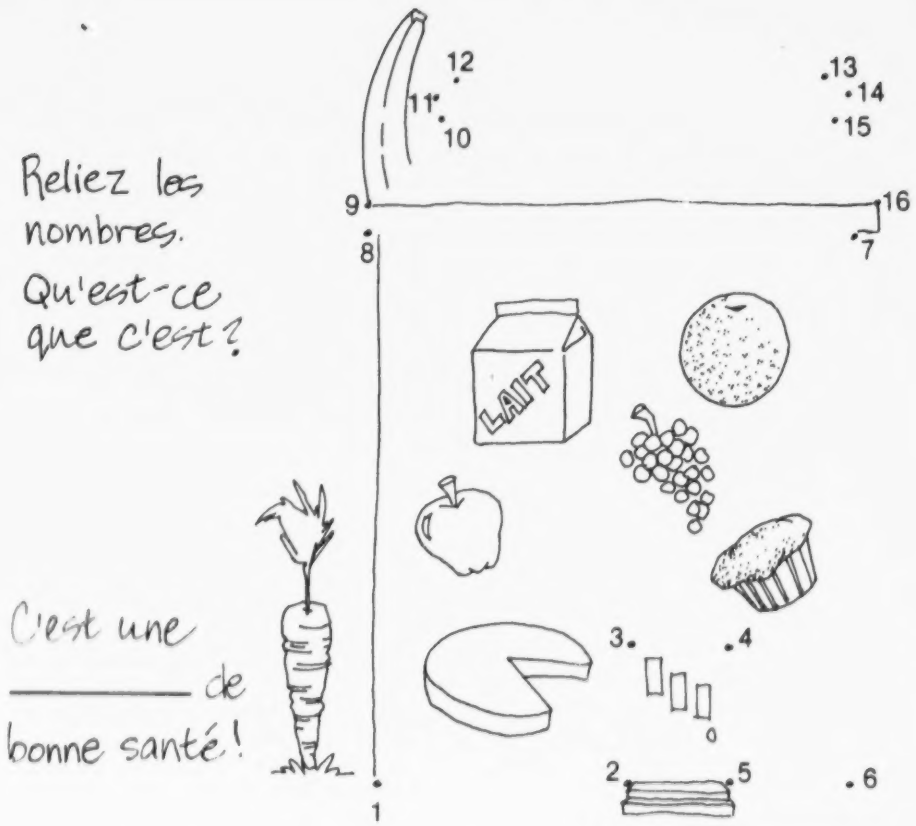
   b. The child selects the beverage container and pretends to drink from it. The children must respond to the question *Que boit Robert?* and *Que boit Marie?*

7. Reinforce the concept of nutritious foods:

   See the illustrations requiring children to connect dots. Explain the procedure to the children: *Reliez les nombres. Qu'est-ce que c'est?*

   As the class does the exercise, French numbers are said in unison as the children draw lines from one number to the next: *Comptez à haute voix. Un, deux, etc.*






At the completion of the exercise, present the response: *C'est une* ***Maison*** *de Bonne Santé.*

Identify objects in house as having good nutritional value:

Call on students to offer the names of the objects in French:

| | |
|---|---|
| une pomme | une carotte |
| du lait | des raisins |
| du fromage | du pain |
| un muffin (un petit gâteau) | une orange |

Children may wish to color in the drawing after the completion of the exercise.

8. Present the following song to reinforce the unit vocabulary and the nutrition concept:

*Un Bon Goûter* (To the tune of *The Farmer in the Dell*)

Prenez un bon goûter.
Prenez un bon goûter.
Ho, là, ho là, là, ho,
Prenez un bon goûter.

Des fruits et des légumes.
Des fruits et des légumes.
Ho, là, ho là, là, ho,
Des fruits et des légumes.

On boit beaucoup de lait.
On boit beaucoup de lait.
Ho, là, ho là, là, ho,
On boit beaucoup de lait.

Toujours en bonne santé.
Toujours en bonne santé.
Ho, là, ho là, là, ho,
Toujours en bonne santé.

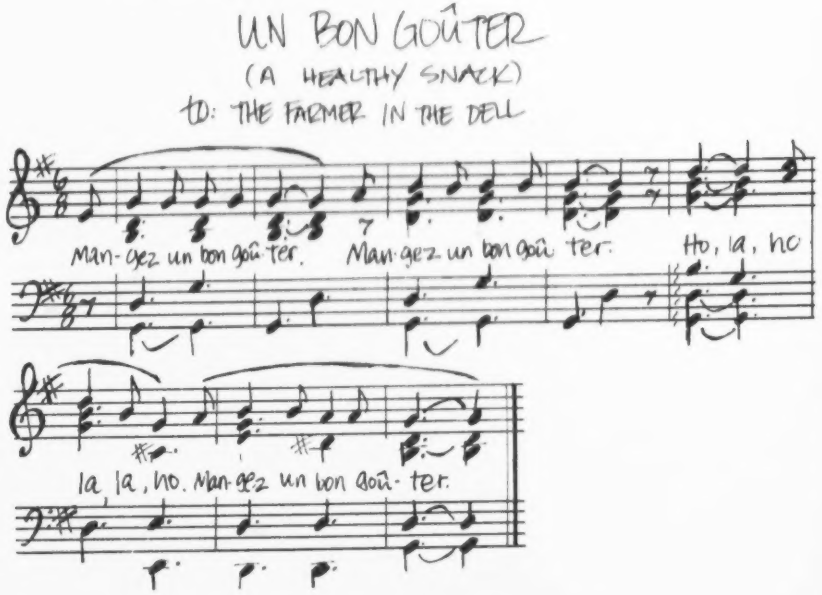


*A Healthy Snack*

We eat a healthy snack.
We eat a healthy snack.
Heigh-o, the derry-o,
We eat a healthy snack.

With fruits and vegetables.
With fruits and vegetables.
Heigh-o, the derry-o,
With fruits and vegetables.

We drink a lot of milk.
We drink a lot of milk.
Heigh-o, the derry-o,
We drink a lot of milk.

Forever in good health.
Forever in good health.
Heigh-o, the derry-o,
Forever in good health.

UN BON GOÛTER
(A HEALTHY SNACK)
TO: THE FARMER IN THE DELL
Man-gez un bon goû ter.
Man-gez un bon goû ter.
Ho, la, ho
la, la, ho. Man-gez un bon goû-ter.

# Unit 17: Foods

## Objectives

The children will be able to

- use vocabulary and conversational patterns related to foods and meals
- understand and respond to the questions *Tu as faim?* (or *As-tu faim?*) and *Tu as bon appetit?*

## Motivation

The teacher asks the children questions about their food likes and dislikes. This leads to questions such as: What do you have for breakfast? Do you know why your breakfast is so important? The teacher compares the typical French breakfast which usually includes merely a croissant and a beverage to the American breakfast which has a greater variety of foods. This would also be the time to speak of the importance of bread to the French people. The children are now shown a breakfast food chart which has been prepared before the lesson. (Cut-outs from magazines pasted on poster paper can be used.)

In calling the children's attention to the chart, tell them that they are going to learn the French name for some of the breakfast foods in this lesson, but that in other lessons they are going to speak about their lunch foods and dinner foods as well.

## Materials

Charts of breakfast, lunch, and dinner foods (3 charts)
Puppets
Tape of the lesson
If possible, a few croissants, a French bread or cheeses

## Procedures

1. The following vocabulary and expressions are taught or re-entered in this lesson:

| | |
|---|---|
| un jus d'orange | le petit déjeuner |
| un oeuf | le déjeuner |
| un sandwich | le dîner |
| des frites | Tu as faim? — As-tu faim? |
| du pain | Tu as bon appétit? — As-tu bon appétit? |
| une salade | Que prends-tu pour le petit déjeuner? etc. |
| du poulet | Je prends . . . |
| un gâteau | |
| du riz | |
| une glace | |

2. The teacher says "*Pour le petit déjeuner je prends* (the teacher points to each food on the chart) *un jus d'orange, un oeuf, du pain, du lait.* I just said in French that for breakfast I have orange juice, an egg, bread and milk. Now listen again." Teacher repeats the sentence.
3. After the children have modeled and understood the meaning of *le petit déjeuner,* the other four breakfast foods are drilled by means of choral and individual repetitions. The foods are then pointed to in different order to assure the association of the food and its French equivalent.
4. Puppet asks the teacher: *Que prends-tu pour le petit déjeuner?* The teacher answers: *Je prends un jus d'orange, un oeuf, du pain, et du lait.* The teacher asks the puppet the same question and after the puppet answers, it asks the question of the children. The children are given immediate help when needed.
5. The question *Que prends-tu pour le petit déjeuner?* is taught to the children by breaking it up into two small word groups, *Que prends-tu?* and *pour le petit déjeuner.* Then the entire sentence is practiced chorally.

6. The teacher plays the tape for additional practice of the expressions:

   du jus d'orange
   un oeuf
   du pain
   du lait
   Je prends du jus d'orange
   Je prends un oeuf
   Je prends du pain
   Je prends du lait

## Summary

A round robin of *Que prends-tu pour le petit déjeuner?* with the answer *Je prends du jus d'orange,* etc., serves as a summary for the first lesson. The children become more proficient in answering the question in the follow-up lessons.

## Follow-Up

1. Review the vocabulary pertaining to breakfast with the question *Que prends-tu pour le petit déjeuner?*
2. *Show the children the chart of lunch foods (un sandwich, des frites, un gâteau, un fruit)* and point to each item as you repeat the French expression several times. The children model each utterance in chorus.
3. The teacher says: *Pour le déjeuner, je prends un sandwich, des frites, un gâteau et un fruit.* Now the puppet asks the teacher the question: *Que prends-tu pour le déjeuner?* and the teacher answers that question. Then the teacher elicits the meaning of *le déjeuner.*
4. When the teacher feels that the children can associate each lunch food with the correct French word, the statement *Pour le déjeuner, je prends un sandwich, des frites, un gâteau et un fruit* is drilled.
5. The children engage in a round robin exercise with *Que prends-tu pour le déjeuner?* This will not be a problem, since the cnildren have already learned to ask essentially the same question.
6. The dinner vocabulary is taught the same way as was the lunch vocabulary. The new vocabulary includes the following: *du poulet, du riz, une salade, une glace.*
7. Before teaching the following dialogue, the teacher clarifies the expressions *J'ai faim, Que désires-tu?, Je désire, Tu as bon appétit?* and *J'ai bon appétit.*

   Henriette: Maman, j'ai faim.
   Maman: Que désires-tu pour ton petit déjeuner?
   Henriette: Je désire du jus d'orange, du pain, un oeuf, et du lait.
   Maman: Tu as bon appétit, ma petite.
   Henriette: Oui maman, j'ai très bon appétit.
   Maman: Bon, voilà ton petit déjeuner.
   Henriette: Merci maman.

8. **Poem**

   *J'ai Bon Appétit*

   Quand j'ai faim,
   Je mange très bien
   Du jus, un oeuf
   Avec du pain.
   Un croissant délicieux
   un fruit aussi.
   Quand j'ai faim,
   J'ai bon appétit.

9. **Song**

*Quand J'ai Faim*
(To the tune of *Mary Had a Little Lamb*)

Quand j'ai faim, je mange toujours
mange toujours, mange toujours,
Quand j'ai faim, je mange toujours
car j'ai bon appétit.

Je mange du poulet et des frites
et des frites, et des frites.
Je mange du poulet et des frites
car j'ai bon appétit.

Avec cela je prends une glace,
prends une glace, prends une glace.
Avec cela je prends une glace
car j'ai bon appétit.

Avec la glace un grand gâteau,
un gâteau, un gâteau.
Avec la glace un grand gâteau,
Je n'ai plus d'appétit.

## Additional Material for Grade 1

1. Review the vocabulary and expressions taught in kindergarten.
2. The following vocabulary and expressions are introduced or reviewed in Grade 1:

| | |
|---|---|
| un petit pain | de la viande |
| un croissant | Que manges-tu? Je mange . . . |
| du beurre | Tu as soif? J'ai soif. |
| une tarte | Que bois-tu? Je bois . . . |
| du chocolat | Que prend ta mère . . . ? |
| l'eau | Ma mère prend . . . |
| une omelettes | |
| des carottes | |
| du riz | |
| des légumes | |
| du café | |





3. The vocabulary and expressions taught in kindergarten are reviewed by means of food charts and the questions *Qu'est-ce que c'est?* and *Que prends-tu pour le petit déjeuner (le déjeuner, le dîner)?*
4. Review the poem *Quand J'ai Faim* and the song *J'ai Bon Appétit.*
5. The teacher shows the children the chart that includes the foods listed in item 2 and explains that for most French people lunch is the main meal, whereas for Americans it is dinner.
6. The teacher models the new breakfast items on the chart, namely *un croissant, une omelette, du café, du chocolat.* Group and individual repetitions of the expressions follow.
7. The teacher asks the puppet: *Que prend ta mère pour le petit déjeuner?* The puppet answers: *Ma mère prend une omelette, un croissant et du chocolat.* Repetition drills of *Que prend ta mère . . . ?* and *Ma mère prend . . .* follow.
8. A round robin exercise of the new question and answer are used for reinforcement.
9. The teacher uses the procedures shown in items 6, 7 and 8 to teach the expressions pertaining to lunch and dinner foods.
10. The teacher presents the sentence *Quand j'ai soif, je bois de l'eau* and drinks a glass of water. Two other sentences are also presented, namely *Quand j'ai soif je bois du lait* and *Quand j'ai soif je bois du chocolat.* Each of these sentences are reinforced through repetition drills.
11. The teacher elicits answers to the question *Que bois-tu quand tu as soif?* Prompting may be necessary at first. A round robin exercise is then used with the three items, *l'eau, le lait* and *le chocolat.*
12. The question *Que manges-tu quand tu as faim?* and the answer *Quand j'ai faim je mange du pain (un gâteau, un sandwich, un fruit, etc.).*
13. A tape drill of items 11 and 12 is used for reinforcement.

14. The following dialogues should be taught preferably with toy telephones:

    a. Allô, Paul.
    Allô, Pierre. Que fais-tu?
    Je prends mon petit déjeuner.
    Que manges-tu?
    Une omelette et un croissant.
    Bon appétit. Au revoir.

    b. Allô, Lucette.
    Allô, Yvonne. Que fais-tu?
    Je prends mon déjeuner.
    Que manges-tu?
    De la viande, des frites et une salade.
    Au revoir et bon appétit.

    c. Allô, George.
    Allô, Henri.
    Que fais-tu?
    Je prends mon dîner.
    Que manges-tu?
    Du poisson, des carottes, une tarte.
    Au revoir. A demain.

    The children can be encouraged to make up their own telephone conversations and follow the pattern shown above.

15. **Songs**

    *Que Fais-tu?*

    Que fais-tu quand tu as soif?
    Quand j'ai soif, je bois de l'eau.
    Que fais-tu quand tu as faim?
    Quand j'ai faim, je mange du gâteau.

    *J'ai Grand Faim*
    (To the tune of *Jingle Bells*)

    J'ai grand faim.
    J'ai grand faim.
    Je désire la carte.
    Une salade et du biftek,
    Des fruits et une tarte.



## Additional Material for Grade 2

1. The teacher reviews all food vocabulary and expressions taught in kindergarten and Grade 1 by using the food charts as well as appropriate questions to elicit the material.
2. The poems and songs of kindergarten and Grade 1 are reviewed for additional reinforcement.
3. The following vocabulary and expressions are introduced in Grade 2:

| | | |
|---|---|---|
| du potage | Je mets . . . | un verre |
| du rosbif | Mets . . . | à table |
| des haricots verts | la nappe | prête |
| des petits pois | une assiette | à chaque place |
| du dessert | une serviette | |
| du fromage | un couteau | |
| tout le monde | une cuiller | |
| du poisson | une fourchette | |

4. The teacher asks the children if they ever help set the table at home. If that is the case, what is the first thing they put on the table? What else goes on the table before the family sits down to dinner? In front of the class there is a small table. On another table or chair near it there are a plate, napkin, knife, fork, spoon and glass. The teacher tells the children that he/she is going to set the table in French.
5. The teacher holds up the table cloth and says: *La nappe. Répétez la nappe.* After several repetitions of the new word, the teacher puts the cloth on the table and says: *Je mets la nappe sur la table.* The pupils repeat the utterance twice. As the teacher picks up each item to place on the table, and says the appropriate word, the pupils repeat the word and then the complete sentence, namely *Je mets l'assiette sur la table. Je mets une serviette à chaque place. Je mets un couteau et une cuiller à droite. Je mets une fourchette à gauche. Je mets un verre à chaque place.*

6. The teacher clears the table, holds up the items again and after several repetitions of each item asks the question: *Qu'est-ce que c'est?* Now the children set the table describing each move they make, as, for instance, *Je mets la nappe sur la table.*

7. The following dialogue introduces a few additional food items. It serves as the culminating activity of the unit on food. The pupils hear it on tape several times, after the few new words have been clarified. The dialogue is repeated sentence by sentence by the class. Finally, the teacher assigns the four roles in the dialogue. Other children listen as the four children are coached with their lines. Another four take over, while the class listens. Each day another group of actors perform for the class until all the children know the dialogue and have had a chance to perform.

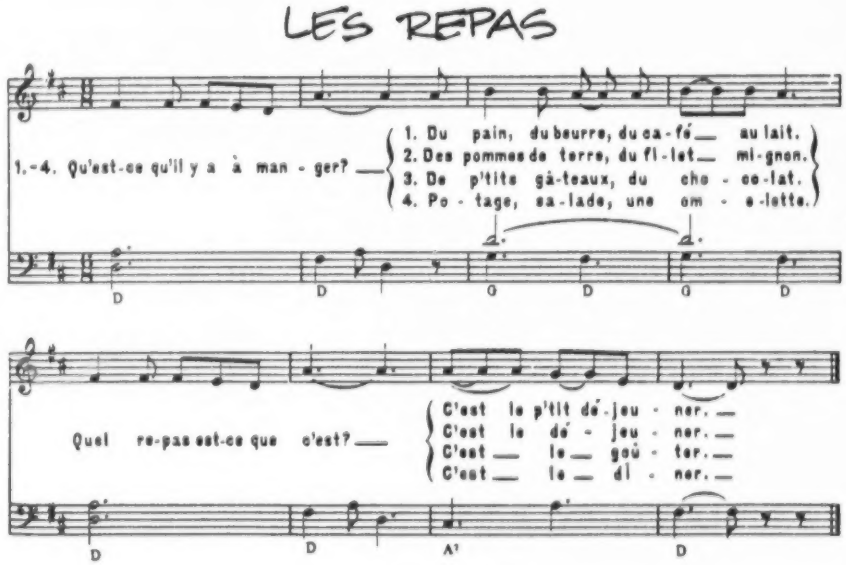
   Playlet: *Dans un Restaurant*

| | |
|---|---|
| Papa: | Une table pour ma famille, s'il vous plaît. |
| Garçon: | Voici une bonne table, monsieur. Voici la carte. |
| Papa: | Merci. |
| Garçon: | Madame désire? |
| Maman: | (Elle regarde la carte.) Du rosbif, des haricots verts et une salade pour moi. |
| Garçon: | Monsieur? |
| Papa: | Je désire un potage, du poisson, des petits pois et une salade. |
| Hélène: | Moi, je désire du poulet avec des frites et du pain, s'il vous plaît — et de l'eau. J'ai soif. |
| Garçon: | Et comme dessert? |
| Maman: | Une glace au chocolat pour moi et du café. |
| Papa: | Une glace au chocolat et du thé. |
| Hélène: | Une glace au chocolat, une tarte, et du lait. |
| Papa: | Du fromage pour tout le monde. |
| Garçon: | Très bien, monsieur. |

8. **Song**

   a. *Les Repas*

   b. *Dans un Restaurant*
   (To the tune of *Sur le Pont d'Avignon*)

   Dans un beau restaurant, ma famille, ma famille,
   Dans un beau restaurant, ma famille va dîner.
   Papa et maman ont faim.
   Ma famille mange bien.
   Dans un beau restaurant, ma famille, ma famille,
   Dans un beau restaurant, ma famille va dîner.

LES REPAS
1.-4. Qu'est-ce qu'il y a à man - ger?
1. Du pain, du beurre, du ca - fé au lait.
2. Des pommes de terre, du fi - let mi - gnon.
3. De p'tits gâ-teaux, du cho - co - lat.
4. Po - tage, sa - lade, une om - e - lette.
D D G D G D
Quel re-pas est-ce que c'est?
C'est le p'tit dé - jeu - ner.
C'est le dé - jeu - ner.
C'est le goû - ter.
C'est le dî - ner.
D D A7 D

# Unit 18: Places and Transportation

## Objectives

Children will be able to

- identify in French places of importance in their schools, e.g., the principal's office, the nurse's office, the library, the cafeteria, the auditorium and the gymnasium.
- explain in French why they go to these places.

## Motivation

The teacher asks the children to try to recall their first day at school. A discussion of the first day will probably include a tour of the school. Once the tour is recalled (by the teacher, if necessary), the following question will be posed, "What was the reason for taking you around the school?" After a brief discussion of each of the places, which are part of the tour, the teacher will ask the children if they would like to go on a "French" tour of the school.

## Materials

Puppets
Tape of the lesson — vocabulary, questions and answers, dialogue, etc.
Floor plan prepared by teacher with help of children showing the places they will be able to identify in French.
Picture of a school and a classroom

## Procedures

1. In the first lesson the following vocabulary is for recognition only:

   l'école
   la salle de classe
   la cantine
   la bibliothèque
   la grande salle
   le bureau du médecin
   le bureau du directeur
   le gymnase
   Où es-tu? (êtes-vous)
   Je suis . . .

2. The teacher points to the picture of a school and says, *Voilà l'école. La salle de classe est dans l'école. Je suis dans la salle de classe et vous êtes dans la salle de classe.* Now teacher points to herself and says, ***Je** suis dans la salle de classe.* Teacher points to entire class and says: ***Vous** êtes dans la salle de classe.* Several repetitions of the two sentences follow.

3. The teacher turns to the puppet and asks: *Où es-tu?* and puppet answers: *Je suis dans la salle de classe.* The puppet asks individual pupils the same question and continues until most children have mastered the utterance.

4. Since the children have now heard *Où êtes-vous?* when the entire class was addressed and *Où es-tu?* when only one child was expected to answer the question, they are ready to receive a very simple explanation of the difference between the two forms of **you** in French.

5. If a simple floor plan of a floor in a school (showing only the rooms or places to be learned) can not be made by the teacher or contributed by an art teacher, simple line drawing may be used to enable children to associate the place and French word. For example, a long room with a basketball net, a person with a stethoscope, a person behind a large desk, a long counter with food would be enough to establish the association.

   The teacher points to each room and identifies it in French. Choral and individual repetitions follow. There is frequent review and re-entry in the drill.

## Summary

Several children play "teacher." They stand near the floor plan or the room drawings, point to one place at a time and ask the question: *Qu'est-ce que c'est?*

## Follow-Up

1. The unit vocabulary is reviewed.
2. To prepare the children for the sentences in item 3 the following words or expressions should be clarified:

   pourquoi
   quand
   pour chanter
   pour regarder
   pour faire des exercices
   pour jouer à la balle
   méchant
   sage

3. The following sentences are taught:

   Je vais à la cantine pour manger.
   Je vais à la grande salle pour regarder un film (pour chanter).
   Je vais à la bibliothèque pour regarder les livres.
   Je vais au gymnase pour faire des exercices (pour jouer à la balle).
   Je vais au bureau du médecin quand je suis malade.
   Je vais au bureau du principal quand je suis méchant (sage).

4. The class engages in a completion drill. The teacher may use either the *vous* or the *tu* form of the verb *aller*.

| *Teacher* | *Pupil* |
|---|---|
| Je vais à la cantine | pour manger |
| Je vais à la grande salle | pour regarder un film (pour chanter) |
| Je vais à la bibliothèque | pour regarder les livres |
| Je vais au gymnase | pour faire des exercices (pour jouer à la balle) |
| Je vais au bureau du médecin | quand je suis malade |
| Je vais au bureau du principal | quand je suis méchant (sage) |

5. The following questions and answers are taught. Not more than two questions and answers are presented on a particular day. They should be reviewed the next day before the new work is done.

   *Questions*

   a. Pourquoi vas-tu à la cantine?
      Pourquoi allez-vous à la cantine?
   b. Pourquoi vas-tu à la grande salle?
      Pourquoi allez-vous . . . ?
   c. Pourquoi vas-tu à la bibliothèque?
      Pourquoi allez-vous . . . ?
   d. Pourquoi vas-tu au gymnase?
      Pourquoi allez-vous . . . ?
   e. Quand vas-tu au bureau du médecin?
      Quand allez-vous . . . ?
   f. Quand vas-tu au bureau du directeur?

*Answers*

a. Je vais à la cantine pour manger.

b. Je vais à la grande salle pour regarder un film. (pour chanter)

c. Je vais à la bibliothèque pour cherchez des livres.

d. Je vais au gymnase pour faire des exercises. (pour jouer à la balle)

e. Je vais au bureau du médecin quand je suis malade.

f. Je vais au bureau du principal quand je suis méchant. (sage)

6. A tape repetition drill of the questions and answers may be done at the end of each lesson or after the children have learned the six questions and answers.

7. Round robin of questions and answers.

*Dialogue*

Maîtresse: Qu'as-tu Pierre?
Pierre: Où est le bureau du médecin, madame?
Maîtresse: Pourquoi le médecin, Pierre?
Pierre: J'ai mal à la tête.
Maîtresse: Il est midi. Tu as faim, peut-être?
Pierre: Oui, madame.
Maîtresse: A la cantine, mes enfants.
Pierre: J'ai faim!

8. **Poem**

*Dites-Moi — Je Ne Sais Pas*

Dites-moi — Où est le bureau du médecin?
Et où est la grande salle?
Dites-moi — Où est le gymnase et la cantine?
Et le bureau du principal?
Je ne sais pas — Où est le bureau du médecin
Et où est la grande salle.
Je ne sais pas — Où est le gymnase et la cantine
Et le bureau du principal.



Divide class in half. One group recites *Dites-moi* and the other answers with *Je ne sais pas.*

9. **Song**

*Mon École*
(To the tune of *London Bridge Is Falling Down*)

Mon école est très petite, très petite, très petite.
Mon école est très petite,
Mais très belle.

Nous jouons dans le gymnase, dans le gymnase,
dans le gymnase.
Nous jouons dans le gymnase
à la balle.

Nous étudions dans la class, dans la classe,
dans la classe.
Nous étudions dans la classe . . .
une grande salle.

## Additional Material for Grade 1

1. Review the vocabulary and expressions taught in kindergarten.

2. New and reentered vocabulary and expressions:

| | |
|---|---|
| le cinéma | près de |
| le supermarché | loin de |
| l'hôpital | chez vous |
| le bureau de poste | chez moi |
| le parc | chez toi |
| est-ce que | où est |

3. Repetition drill of the following questions and answers:

*Questions*

a. Pourquoi vas-tu à la cantine?
b. Pourquoi vas-tu au cinéma?
c. Pourquoi vas-tu au gymnase?
d. Pourquoi vas-tu à la grande salle?
e. Pourquoi vas-tu à la bibliothèque?
f. Quand vas-tu au bureau du médecin?
g. Quand vas-tu au bureau du principal?

*Answers*

a. Je vais à la cantine pour manger.
b. Je vais au cinéma pour voir un film.
c. Je vais . . . pour faire des exercises.
d. Je vais . . . pour chanter.
e. Je vais . . . pour chercher des livres.
f. Je vais . . . quand je suis malade.
g. Je vais . . . quand je suis méchant. (sage)

4. The children engage in a completion exercise. They are given the beginning of a sentence and they add the ending. The puppet demonstrates with the teacher.

| *Puppet* | *Teacher* |
|---|---|
| Je vais à la cantine | pour manger |
| Je vais au gymnase | pour faire des exercises |
| Je vais à la bibliothèque | pour regarder les livres |
| Je vais au bureau du médecin | quand je suis malade |

Now children should be ready to play the completion game.

5. The teacher motivates the new work by telling the children that they are now going to learn the French names for the places that they visit in their neighborhood. The following questions are suggested as a preface to the unit:

Do you have a supermarket in your neighborhood?
Where do you go with your mother to buy stamps?
What does your family buy in the supermarket?
Is the library near your home?
Are the movies far from your house?
Is there a hospital in your neighborhood?





6. Show the children pictures of the places they are going to talk about in French. Identify them in English first. The teacher models one place at a time. This is followed by several group and individual repetitions. The *Qu'est-ce que c'est?* question reinforces the new expression.

7. Follow the procedure shown in item 7 for each new word. However, after each new expression re-enter the previous ones.

8. Teach the difference between *près de* and *loin de.*

On a felt board (or bulletin board) put the picture of a house. Near it put the picture of a school and far from it a picture of another place, such as a supermarket.

Teacher: Voilà l'école et voilà ma maison. L'école est PRÈS DE chez moi. Répétez — PRÈS DE.
Children: PRÈS DE.
Teacher: Répétez — PRÈS DE CHEZ MOI.
Children: Près de chez moi.
Teacher: Répétez: L'école est près de chez moi.
Children: L'école est près de chez moi.
Teacher: Voilà le supermarché. Le supermarché est LOIN DE CHEZ MOI. Répétez — LOIN DE, etc.

Continue the procedure as above and replace the pictures with others.

9. For additional drill of *près de* and *loin de* the teacher may use a book or a pencil. Place it near a child and say: *Le livre est près de Jean.* The sentence is repeated several times by the children and is followed by the question *Où est le livre?* The same drill is done placing objects **far from** a child.

10. Drill the following questions and answers:

*Questions and Answers*

*Près de*

Est-ce que l'école est près de chez toi?
Oui, l'école est près de chez moi.
Est-ce que le cinéma est près de chez toi?
Oui, le cinéma est près de chez moi.

Est-ce que l'hôpital . . . ?
Oui, l'hôpital . . . .
Est-ce que le parc . . . ?
Oui, le parc . . . .
Est-ce que le supermarché . . . ?
Oui, le supermarché . . . .
Est-ce que la bibliothèque . . . ?
Oui, la bibliothèque . . . .
Est-ce que le bureau de poste . . . ?
Oui, le bureau de poste . . . .

*Loin de*

Est-ce que l'école est loin de chez toi?
Oui, l'école est loin de chez moi.

Continue as above.

*Près de? — Non, loin de*

Est-ce que l'école est près de chez toi?
Non, l'école est LOIN DE chez moi.
Est-ce que le cinéma est près de chez toi?
Non, le cinéma est LOIN DE chez moi.

Continue as above using a negative response.

11. Tape recorder practice of the above provides additional reinforcement.

Round robin of questions and answers.

The following question may also be introduced:

*Où est le parc — loin de chez toi ou près de chez toi?*

12. **Dialogue**

Marc: Est-ce que le cinéma est près de chez toi?
Jean: Non, le cinéma est loin de chez moi.
Marc: Est-ce que la bibliothèque est près de chez toi?
Jean: Non, la bibliothèque est aussi loin de chez moi.
Marc: Et le parc?
Jean: Le parc est près de chez moi.
Marc: Bon — allons au parc.

13. **Poem**

*Chez Moi — Chez Toi*

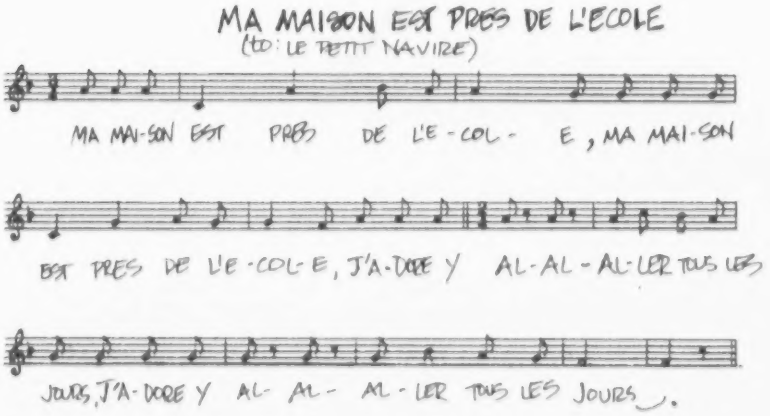
Chez moi — Chez toi!
Vous et tu!
Près de — loin de!
Je suis confus!

14. **Song**

*Ma Maison Est Près de l'Ecole*
(To the tune of *Le Petit Navire*)

Ma maison est près de l'école.
Ma maison est près de l'école.
J'adore y al-al-aller tous les jours;
J'adore y al-al-aller tous les jours.

Le café est loin de l'école.
Le café est loin de l'école.
J'adore y man-man-manger tous les jours;
J'adore y man-man-manger tous les jours.


MA MAISON EST PRES DE L'ECOLE
(TD: LE PETIT NAVIRE)
MA MAI-SON EST PRES DE L'E-COL- E, MA MAI-SON
EST PRES DE L'E-COL-E, J'A-DORE Y AL-AL-AL-LER TOUS LES
JOURS, J'A-DORE Y AL- AL- AL-LER TOUS LES JOURS.

## Additional Material for Grade 2

1. In advance of these lessons children should be asked to bring in toy cars, planes, busses, boats, trains, bicycles, etc. The teacher may also use pictures of various means of transportation, as well as pictures of a museum, zoo, and a department store.
2. Review expressions, vocabulary, poems and songs taught in kindergarten and Grade 1.
3. New vocabulary and expressions:

| | |
|---|---|
| un grand magasin | pour acheter |
| un zoo | je prends |
| un musée | le métro |
| les tableaux | un autobus — l'autobus |
| les statues | une auto — l'auto |
| une poupée | un bateau — le bateau |
| une bicyclette | un avion — l'avion |
| à pied | voyage en l'air — sur la terre |

4. The teacher displays the pictures of a museum, zoo, and department store, and tells the children that they are going to learn the French names of three places that are not in their neighborhood. They have to travel to get there. The teacher asks questions such as the following:

   What are these places?
   Did you ever visit any of them?
   How did you get there?

5. After several repetitions of each place, the teacher hands the pictures to three children. Each child is asked to name his/her place. The pictures are passed on to three other children, etc.
6. The following questions and answers are taught in a repetition drill (the puppet is used to teach one question and answer at a time):

   *Questions and Answers*

   Pourquoi vas-tu au musée?
   Je vais au musée pour regarder les statues. (les tableaux)
   Pourquoi vas-tu au zoo?
   Je vais au zoo pour regarder les animaux. (les éléphants, etc.)
   Pourquoi vas-tu au grand magasin?
   Je vais au grand magasin pour acheter une poupée. (une bicyclette, une robe, des souliers, des pantalons, etc., etc.)

7. The teacher reinforces each question and answer with a round robin drill.
8. Teacher displays the pictures of (or toy models of) a train, bus, plane, auto, boat and a person walking. The transportation vocabulary is taught and drilled as the place vocabulary was in item 5.
9. Teacher shows children a map of France and speaks briefly of France as one of the countries where French is spoken. To travel to France one can either take a boat which takes about four days or a plane which takes about six hours. The teacher puts a toy boat on the ocean and says: *Voilà la mer. Répétez: La mer. Le bateau voyage sur la mer. Répétez: Le bateau voyage sur la mer.* The teacher now places a toy airplane in the air (on the map) and says: *L'avion voyage en l'air. Répétez: En l'air. L'avion voyage en l'air.*

10. Item 9 is in effect motivation for the following questions and answers, the new vocabulary, the dialogue and the song of the unit.

    Follow the procedures in items 6 and 7 to drill and teach these questions and answers. It is recommended that no more than three or four questions and answers be learned in one lesson.

    *Questions and Answers*

    Comment vas-tu (allez-vous) à l'école?
    Je vais . . . à pied.

    Comment vas-tu (allez-vous) au cirque?
    Je prends le metro.

    Comment vas-tu au cinéma?
    Je prends l'autobus.

    Comment vas-tu au grand magasin?
    Je prends le métro.

    Comment vas-tu au zoo?
    Je prends l'autobus.

    Comment vas-tu à Staten Island? (Clarify Staten Island)
    Je prends le bateau.

    Comment vas-tu en France?
    Je prends l'avion.

    Est-ce que tu vas au musée en avion?
    Non, je prends le métro.

    Est-ce que tu vas en France à pied?
    Non, je prends l'avion.

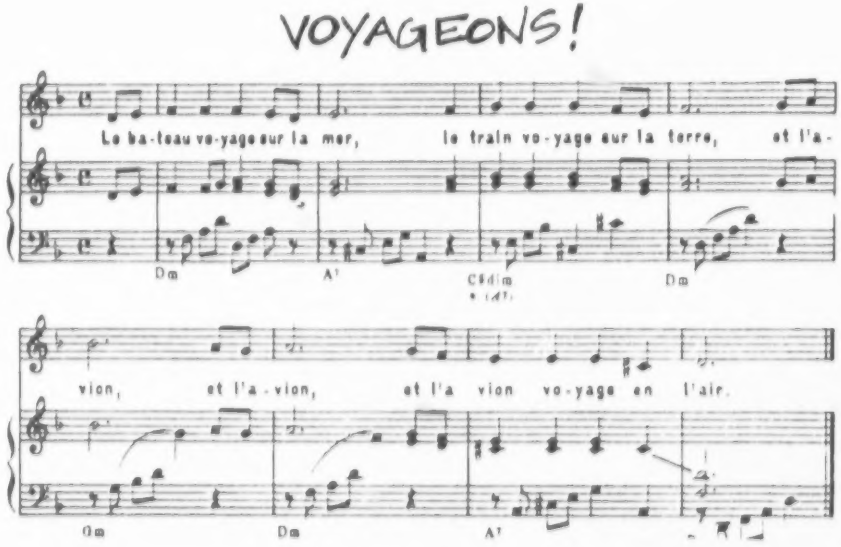
    Est-ce que tu as une auto?
    Oui, j'ai une auto?
    Non, je n'ai pas d'auto.

11. Tape recorder drill of the above may precede the round robin practice.

12. **Dialogue**

    Hélène: Bonjour, Pierre. Où vas-tu en été?
    Pierre: Je vais en France.
    Hélène: Formidable! Tu prends le bateau?
    Pierre: Mais, non! Je vais en avion.
    Hélène: Tu vas avec ta famille?
    Pierre: Bien sûr!
    Hélène: Bon voyage, Pierre.
    Pierre: Merci.

13. **Song**

    *Voyageons*

VOYAGEONS!
Le ba-teau vo-yage sur la mer, le train vo-yage sur la terre, et l'a-
Dm A7 C6dim Dm
vion, et l'a-vion, et l'a vion vo-yage en l'air.
Dm Dm A7

# Unit 19: Holidays

## Theme

The Same but Different — *VIVE LA DIFFERENCE!*

## Preface

This unit has been designed to serve as a reference and resource for the teacher.

The holidays which are commonly celebrated in our culture are listed with appropriate vocabulary for greetings and suggested activities. Holidays which are part of French culture are listed with appropriate vocabulary as well as with comments regarding French customs relative to the occasion.

The teacher will use his/her discretion in determining the emphasis which is placed on each holiday.

## Objectives

1. The children will develop an appreciation of cultural similarities and differences and thereby gain a multicultural orientation.
2. The children will practice social skills in French, e.g., learn appropriate greetings for particular holidays.
3. The children will learn concepts and skills of other content areas in an interdisciplinary way, e.g., through Social Studies — flags of other countries, historical dates, national heroes, etc.; through Language Arts — creating a greeting card; through Art — making appropriate decorations for an occasion; through Music — learning traditional and/or appropriate songs for various occasions.
4. The children will learn appropriate French vocabulary relating to holidays with specific emphasis on months and dates.



## Motivation

The teacher explains to the class that during the school year they will celebrate holidays. The teacher elicits from the class examples in English of some popular holidays which are already familiar to them. "Boys and girls, as the school year goes on, we will learn about the holidays which are celebrated in French-speaking countries. We will learn which of them are the same as ours and which of them are different. We will also learn how French people celebrate some of their holidays. We will learn how the celebrations are the same and how they are different."

## Materials

1. Classroom calendar in which each month has standard holidays indicated.
2. Room and/or bulletin board decorations which are changed from time to time to reflect upcoming holidays.

## Procedures

1. Teach or review the names of the months, as needed, using the calendar as a prop:

| | | | |
|---|---|---|---|
| janvier | avril | juillet | octobre |
| février | mai | août | novembre |
| mars | juin | septembre | décembre |

2. Extend and reinforce the names of the months. Use the names of the months with each season:

   Les mois de l'hiver sont décembre, janvier et février. Etc.

3. Review the days of the week and drill the number of days in the months. Present the following poem:

   Trente jours ont septembre
   Avril, juin et novembre.
   Trente et un mars et mai,
   Août, octobre, puis juillet,
   Et décembre et janvier,
   De vingt-huit est février.

4. Teach the formation of the date, as needed, using the calendar as a prop:

   Quelle est la date, aujourd'hui? C'est aujourd'hui le (number of day) (month).

   Draw attention to the fact that in French the number of the day is said before the name of the month. Present this fact as a cultural difference.

   Drill the expression of the first day of the month:

   C'est le premier janvier. C'est le premier mai. Etc.

   Defer the presentation of the French equivalent for the year in dates until the students' knowledge of basic numbers provides them with the skills required for this.

5. **The Calendar — *Le Calendrier:***

   **le premier janvier — le Jour de l'An — New Year's Day**

   Le Nouvel An — New Year
   Bonne Année — Happy New Year
   le réveillon du Jour de l'An — New Year's Eve party

   **Greetings:**

   "Bonne et Heureuse Année!"
   "Je vous souhaite une bonne année (et le paradis à la fin de vos jours)."
   "Tous mes voeux!"
   "Mes meilleurs voeux pour vous et les vôtres."
   "Bonne année et Bonne santé!"

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**Activity:**

Children can prepare a greeting card using one of the above greetings:

Salutation: *Chère Maman (Cher Papa) (Cher ami) (Chère amie), etc.*

Closing: *Ton enfant, Ton fils, Ta fille (Ton ami) (Ton amie), etc.* . . . Child's name

In France, New Year's Day is celebrated by the exchange of visits, gifts and cards. Children have already received their gifts at Christmas time; the New Year's gifts *(les étrennes)* are exchanged among grown-up relatives and friends. Tips are given to the concièrge and other service people. *Le réveillon du jour de l'An* (the New Year's Eve party) is spent with relatives and friends whereas the Christmas Eve party *(le réveillon de Noël)* is a family celebration. Another New Year's Eve custom is that, at the stroke of 12 midnight, people kiss under the mistletoe *(le gui)*, a symbol of good luck.

It is well to point out that the celebration of New Year's Day varies according to cultures, based on the calendar which is characteristic of a particular culture. Good examples are the observance of the Oriental New Year which is not celebrated until the end of January and the celebration of the Jewish New Year which may not occur until the end of September or the beginning of October. Both of these differences issue from the fact that different calendars are used by these cultures.

**le 6 janvier — La Fête des Rois (L'Epiphanie) — The Epiphany (Feast of the Magi)**

This holiday is named for the three wise men who brought gifts to the infant, Jesus. The tradition is to share *la galette des rois*, a flat, round cake with a flaky crust and the texture and mild sweetness of a breakfast pastry. Hidden inside is a dried bean or a tiny plaster figurine. The person who receives the piece of cake with the hidden object becomes king or queen, wins a paper crown and is toasted by everyone. It is customary to offer gifts to the poor on this day.



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**le 15 janvier — L'anniversaire de Martin Luther King**

*Activity:*

a. Discussion of the contributions of Dr. King to world society.

b. Singing *Happy Birthday* in French to Dr. King. Refer to Unit 20 *Celebrations* for the text of a birthday song.

c. Point out to the class that many black nations in Africa and the Caribbean area use French as their official language. Examples: Sénégal, Tchad, Zaire, Haiti, Martinique, Guadeloupe, etc.

**le 12 février — L'Anniversaire de Abraham Lincoln**

*Activity:*

a. Discuss Lincoln's role in the abolition of slavery and its effect on the respect for and recognition of all peoples and all cultures.

b. Singing *Happy Birthday* in French to Lincoln. Refer to Unit 20 *Celebrations* for the text of a birthday song.

**le 14 février — La Saint Valentin**

Although this holiday is not celebrated in France, it is similar to a holiday celebration in France on May 1st *(la fête du Printemps)* at which time bouquets of *muguet* (lily of the valley) are given to loved ones.

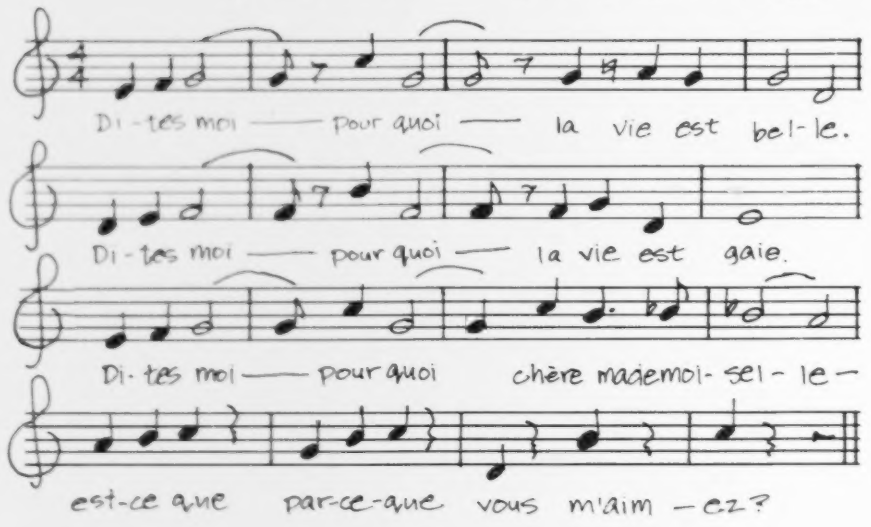
*Activity:*

a. Sing the French tune from *South Pacific* —

*Dites-moi*

Dites-moi pourquoi la vie est belle.
Dites-moi pourquoi la vie est gaie.
Dites-moi pourquoi chère mademoiselle,
(cher monsieur),
Est-ce que, parce que vous m'aimez.



DITES-MOI (WORDS BY OSCAR HAMMERSTEIN 2ND) (MUSIC BY RICHARD RODGERS)

Di-tes moi — pour quoi — la vie est bel-le.
Di-tes moi — pour quoi — la vie est gaie.
Di-tes moi — pour quoi chère mademoi-sel-le —
est-ce que par-ce-que vous m'aim-ez?

b. Prepare greeting cards for Valentine's Day:

Salutation:

Mon cher (boy's name)
Ma chère (girl's name)

Suggestions for text (select one or two lines):

Je t'embrasse.
Mon petit choux, je t'aime beaucoup.
Voici mon coeur. Voici des fleurs. Voici mon amour.
Je t'adore du fond de mon coeur.
Reçois un baiser de ton bien-aimé (ta bien-aimée)
Je t'offre des fleurs et mon coeur.
L'amour toujours l'amour.

Closing:

Ton ami (amie) — Ton amour — Ton petit choux
Toujours à nous — Toujours à toi

c. Decorations and vocabulary:

Joyeuse Fête de Saint Valentin

le coeur
la flèche
des bonbons
les couleurs — rouge et rose
un bouquet de fleurs
les flèches de l'Amour
les flèches de Cupidon
une carte pour la Saint Valentin
des fleurs — une rose

**le 22 février — L'Anniversaire de Georges Washington**

*Activity*:

a. Discussion of the fact that France was an ally of the colonies during the war for independence from Great Britain. Mention General Lafayette as a famous French general who participated in the war for independence.

b. Singing of *Happy Birthday* in French to Washington. Refer to Unit 20 *Celebrations* for text of a birthday song.





**février/mars — Le Carnaval**

The Carnival, held in anticipation of Lent, may last from three days to two weeks and is characterized by colorful, costumed parades, feasting and revelry.

*Mardi Gras*

Literally *Fat Tuesday*, Mardi Gras is the last day of the Carnival preceding Lent. There are parades and floats in the streets, unrestrained eating and drinking at costumed dances and parties. One of the most famous Carnival and Mardi Gras celebrations takes place in our own city of New Orleans which together with Louisiana is historically closely tied to France.

*Mercredi des Cendres*

Ash Wednesday — first day of Lent

*le Carême*

Lent — period of fasting preceding the celebration of Holy Week

**mars/avril — Pâques (Easter)**

The name Pâques (Easter) comes from *la Pâque* (Passover), the Jewish holiday which is also celebrated at this time of the year. Children in France, like those in the United States, hunt for Easter eggs. Chocolate eggs, fish, and chickens are sold in confectionery shops. Greeting cards are exchanged which say *Heureuses Pâques*.

*La Pâque (Passover)*

This eight-day festival is celebrated by Jews in France and throughout the world to commemorate the escape of the Hebrews from Egypt. It is well to note the similarity in French of the names for Passover and Easter.

To distinguish the holidays, Passover was called *Les Pâques Juives*. The Hebrew term *Pesach* can also be used for the holiday.

*Activity:*

a. Prepare decorations and/or greeting cards with the following suggested vocabulary:

*Joyeuses Pâques* — Joyous Easter
*Heureuses Pâques* — Happy Easter
*les oeufs de Pâques — le panier de Pâques*
*le lapin — le poussin*

*Joyeux Pesach* — Joyous Passover
*Heureux Pesach* — Happy Passover
*le pain azyme* — unleavened bread (matzo)
*le pain sans levain* — unleavened bread (matzo)

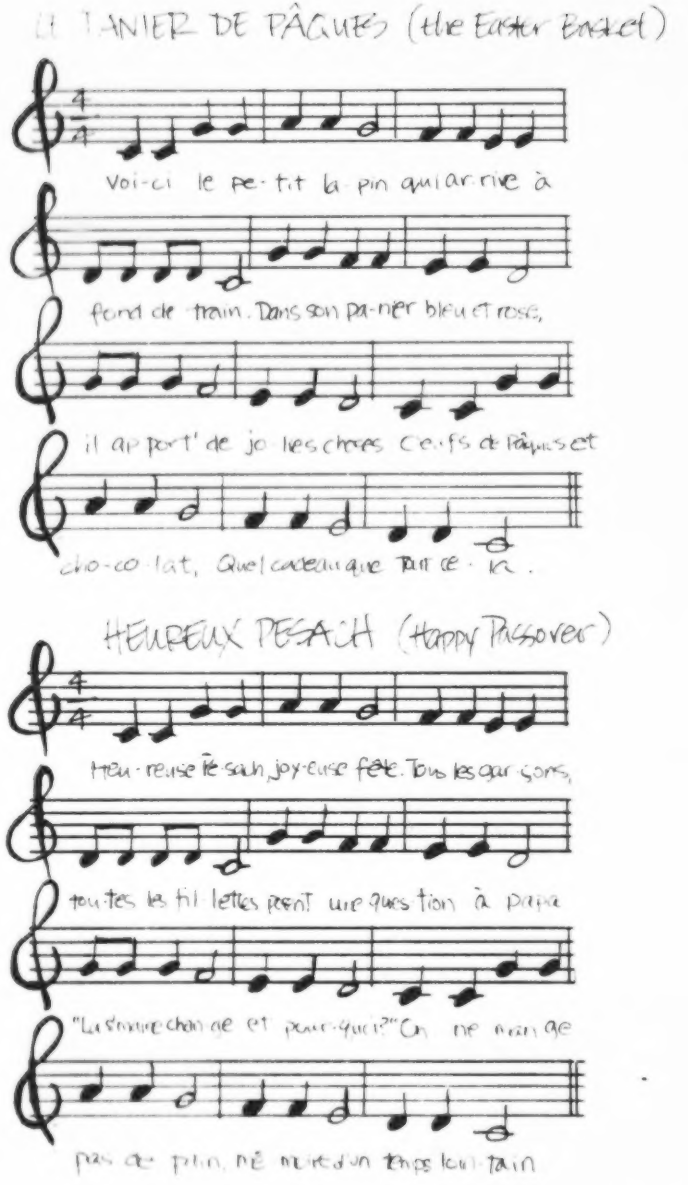
b. Songs for Easter and Passover:

*Le Panier de Pâques* — The Easter Basket
(To the tune of the *Alphabet Song*)

Voici le petit lapin
Qui arrive à fond du train.
Dans son panier bleu et rose,
Il apporte de jolies choses:
Oeufs de Pâques et chocolat,
Quel cadeau que tout cela!

*Heureux Pesach* — Happy Passover
(To the tune of the *Alphabet Song*)

Heureux Pesach, joyeuse fête.
Tous les garçons, toutes les filletes
Posent une question à papa.
"La s'maine change et pourquoi?"
On ne mange pas de pain
Mémoire d'un temps lointain.


LE PANIER DE PÂQUES (the Easter Basket)
Voi-ci le pe-tit la-pin qui ar-rive à
fond de train. Dans son pa-nier bleu et rose,
il ap-port' de jo-lies choses Oeufs de Pâques et
cho-co-lat, Quel cadeau que tout ce-la.
HEUREUX PESACH (Happy Passover)
Heu-reuse fê-sach, joy-euse fête. Tous les gar-çons,
tou-tes les fil-lettes pos-ent une ques-tion à pa-pa
"La s'maine chan-ge et pour-quoi?" On ne man-ge
pas de pain, Mé-moire d'un temps lon-tain

**le 17 mars — La Fête de Saint Patrice**

This holiday is not celebrated in France to the extent it is in our country.

*Activity:*

a. Prepare decorations and greeting cards with the following suggested vocabulary:

*le trèfle* — the shamrock
*le trèfle à quatre feuilles* — four leaf clover
*un porte-bonheur* — a good luck charm
*la couleur du jour est vert* — the color of the day is green
*le gourdin irlandais* — shillelagh *(le bâton)*
*l'Irlande à jamais* — Ireland forever
*le lutin* — leprechaun
*Joyeuse Fête de Saint Patrice* — Happy St. Patrick's Day

b. Song for St. Patrick's Day:

*La Saint Patrice* (To the tune of *Mary Had a Little Lamb*)

Les Irlandais sont sains et saufs, sains et saufs, sains et saufs,
Les Irlandais sont sains et saufs,
Grâce à Saint Patrice.

On porte le trèfle et le vert, et le vert, et le vert,
On porte le trèfle et le vert,
Souvenirs de la patrie.

**le premier avril — Le Poisson d'Avril — April Fool's Day**

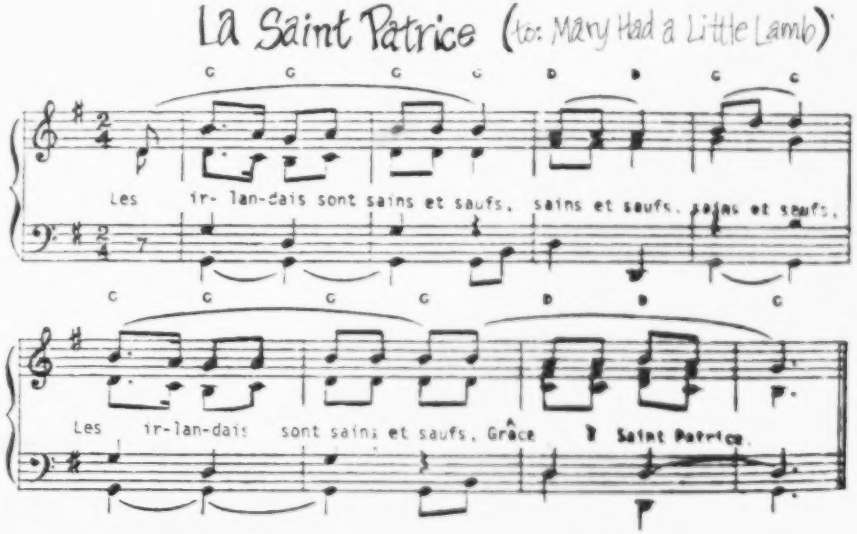
In France, as in the United States, this is a day for practical jokes. Children may try to sneak up behind a classmate and fasten a *poisson d'avril* (paper fish) to the person's back. Candy fish made of chocolate are given as presents. Postcards, often unsigned, sent at this time, have pictures of fish.

April Fool's day originated when King Charles IX changed te calendar and moved the first day of the year from April to January. The name *poisson* comes from the zodiac sign for fish, *Pisces*. At this time of the year the sun is just to the left of the zodiacal sign of the Fish.

The expression "to make an April fool of someone" is translated into French by *donner un poisson d'avril à quelqu'un*. See sample sheet included in this chapter illustrating another type of April Fool's Day trick.

**le premier mai — La Fête du Travail — La Fête du Printemps**

May 1st is the French equivalent of Valentine's Day. Traditionally, people give little bouquets of *muguet* (lily of the valley) to those they love. Sometimes a *reine de mai* (Queen of May) is chosen.

In recent times, May 1st has become the French equivalent of Labor Day *(la Fête du Travail)*. It is a legal holiday and is celebrated by parades organized by workers and labor unions.

La Saint Patrice (to: Mary Had a Little Lamb)
Les ir- lan-dais sont sains et saufs, sains et saufs, sains et saufs,
Les ir-lan-dais sont sains et saufs, Grâce à Saint Patrice.

**mai — La Fête des Mères (Mother's Day)**

This has been introduced recently in France. In France it is celebrated on a Sunday at the very end of May. Children give gifts and cards to their mothers, as we do in the United States.

*Activity:*

Prepare decorated greeting cards with the following suggested vocabulary:

Salutation: Ma chère maman (Chère maman)

Text (select one or two lines):

Merci beaucoup pour ton amour.
Je t'aime beaucoup.
Je te souhaite une joyeuse fête des Mères.
Heureuse Fête des Mères.
Voici un baiser de ton enfant.
Je t'embrasse.

Closing: Ton enfant — Toujours avec mon amour
Ton fils — Ta fille (child's name)

**le dernier lundi de mai — Le Jour des Morts — Memorial Day in the United States**

In France, Le Jour des Morts (Memorial Day) is not celebrated until November 2nd.

**juin — La Fête des Pères (Father's Day)**

This holiday is not observed in France to the extent that it is in the United States.

*Activity:*

Prepare a decorated greeting card with suggested vocabulary:

Salutation: Mon cher papa (Cher papa)

Text (select one or two lines):

Joyeuse Fête des Pères
Heureuse Fête des Pères





Merci beaucoup pour tes soins et ton amour.
Je t'aime beaucoup.
Voici un baiser de ton enfant.
Je t'embrasse.

Closing:

Ton enfant — Toujours avec mon amour (child's name)
Ton fils — Ta fille (child's name)

**le 4 juillet — La Fête Nationale Américaine — U.S. Independence Day**

**le 14 juillet — La Fête Nationale Française — French Independence Day**

Also known as Bastille Day *(la prise de la Bastille, le 14 juillet 1789).* It was established as a national holiday under the Third Republic on July 6, 1880. The Bastille, a royal prison, was the symbol of tyranny. It was stormed by the people of Paris on July 14, 1789. This event set off the French Revolution. The national motto *Liberté, Egalité, Fraternité* was adopted. The holiday is celebrated by military parades, fireworks and dancing in the streets.

Although both Independence Days occur during summer vacation, it would be well to mention them during the last few days of the term. This would provide an excellent opportunity to examine the similarities and differences between the American and French flags. The French flag is referred to as *le drapeau tricolore.* The French national anthem *La Marseillaise* appears at the end of the unit.

**septembre — La Fête du Travail — Labor Day in the United States**

This holiday is celebrated in France on May 1st.

**septembre/octobre — Rosh Hashanah (Jewish New Year)**

Refer to January 1st for the suggested text of New Year's cards and the explanation of cultural differences in the celebration of the New Year.

**le 12 octobre — La Fête de Christophe Colomb**

Columbus Day is not celebrated in France.

*Activities:*

a. Discuss with the children the contributions of the explorers of other nations, particularly those of France, such as Cartier, Champlain, LaSalle, etc.

b. Prepare classroom decorations using the following suggested vocabulary:

Christophe Colomb
le monde — le globe
trois bateaux — Nina, Pinta, Sainte-Marie
les Indiens
l'Espagne — la reine Isabelle — le roi Ferdinand
le Nouveau Monde — les Indes Occidentales — l'Amérique

c. Present a song for Columbus Day:

*Colomb Avait Trois Bateaux*
(To the tune of *London Bridge Is Falling Down*)

Colomb avait trois bateaux, trois bateaux, trois bateaux
Colomb avait trois bateaux
De l'Espagne.

Nina, Pinta, Sainte Marie, Sainte Marie, Sainte Marie
Nina, Pinta, Sainte Marie,
Où est l'Inde?

Le monde est rond et pas plat, et pas plat, et pas plat
Le monde est rond, et voilà,
l'Amérique.

**le 31 octobre — La Veille de la Toussaint — Halloween**

The evening before All Saints' Day is not celebrated in France. Costumed events are reserved for carnival time in France. However, since this celebration has broad appeal in our country, the following activities are suggested:

*Activities:*

a. Prepare classroom decorations and individual student collages using the following suggested vocabulary:

la Veille de la Toussaint
le potiron (or) la citrouille (pumpkin)
une lanterne — une chandelle
le chat noir
le fantôme — le squelette
les couleurs du jour — noir et orange
la sorcière: La sorcière porte une longue robe noire et un chapeau noir pointu. Elle a un balai.

NOTE: In Canada, it is acceptable to say *La Fête de l'Halloween*. This holiday is celebrated by Canadian children.

b. The following poem may be taught. The children may be encouraged to make illustrations and cartoons for the text.

*Monsieur la Citrouille*

Monsieur la Citrouille est mon ami,
Devant la fenêtre il est assis.
Il est rond, il est orange.
Son grand sourire jamais ne change.
Sa chandelle brille toute la nuit.
Il dit "bonjour" à ses amis.

c. In addition to all of the usual precautions discussed with the children regarding safety during **Trick or Treat** excursions, the teacher may wish to discuss with the class the function of UNICEF (United Nations International Children's Emergency Fund). It may be pointed out that many children prefer not to accept candy as **treats.** They ask for contributions of coins which are then sent to UNICEF to help children all over the world.

**le premier novembre — La Toussaint — All Saints' Day**

**le 2 novembre — Le Jour des Morts — French equivalent of Memorial Day**

The above days are part of a two-day remembrance of the dead in France. All Saints' Day is commemorated to include all the saints not in the liturgical calendar. On November 2nd, Le Jour des Morts, people go to decorate the graves of their loved ones with flowers. Honor is also paid to the memory of the war dead with municipal and military ceremonies.

**le 11 novembre — La Fête de la Victoire — La Fête de l'Armistice**

Armistice Day (now referred to as Veterans' Day) is celebrated in France as in the United States by official ceremonies and military parades. In both countries the monuments and graves of the war dead are decorated with wreaths and flowers. In Paris the torch that burns on the tomb of the unknown soldier *(le tombeau du Soldat Inconnu)* is rekindled with great ceremony.

It is well to point out to the class that during World War I as well as World War II France and the United States were allies.

**novembre — Le Jour d'Action de Grâce — Thanksgiving Day — ALSO: Le Jour des Remerciements**

*Activities:*

a. Discuss with the class that this holiday is not celebrated in France because the historical significance of Thanksgiving stems from American history. It is interesting to note, however, that a Thanksgiving Day is celebrated in Canada, although the date of the celebration in Canada does not coincide with the date of the holiday in the United States. In Canada, the holiday is celebrated in October. It is a general thanksgiving for the harvest.





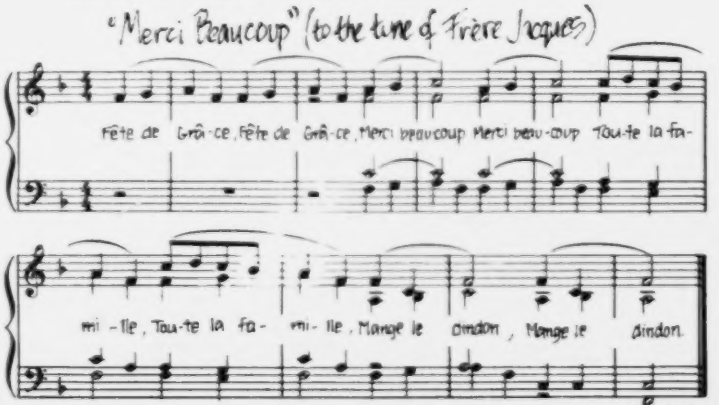
The teacher may wish to point out to the children that other cultures celebrate the harvest season as a time for thanksgiving. Reference may be made to African tribes, American Indian tribes, the Jewish festival of Sukkot, as well as the Canadian celebration.

b. Prepare classroom decorations and/or greeting cards using the following suggested vocabulary:

Joyeux Jour des Remerciements
Heureux Jour des Remerciements
le pèlerin — les pèlerins
le débarquement des pèlerins
l'Indien - les Indiens
l'arc et la flêche — les plumes
la récolte — le maïs
la citrouille — le potiron
la dinde — le dindon
une fête — un festin
les couleurs du jour — orange et brun
les mots du jour — "merci beaucoup"

c. Present a song for Thanksgiving Day:

*Merci Beaucoup* (To the tune of *Frère Jacques*)

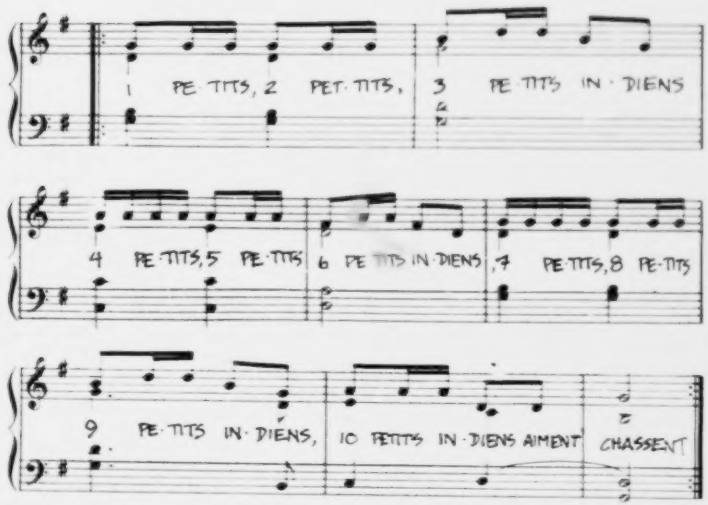
Fête de Grâce, Fête de Grâce,
Merci beaucoup, merci beaucoup.
Toute la famille, toute la famille
Mange le dindon, mange le dindon.

"Merci Beaucoup" (to the tune of Frère Jacques)
Fête de Grâ-ce, Fête de Grâ-ce, Merci beaucoup Merci beau-coup Tou-te la fa-
mi-lle, Tou-te la fa- mi-lle, Mange le dindon, Mange le dindon.

d. Present an additional song for Thanksgiving:

*La Fête des Remerciements*
(To the tune of *Ten Little Indians*)

Un petit, deux petits, trois petits indiens,
Quatre petits, cinq petits, six petits indiens,
Sept petits, huit petits, neuf petits indiens,
Dix petits indiens disent "BIENVENUE!" (WELCOME!)

Un petit, deux petits, trois petits pèlerins,
Quatre petits, cinq petits, six petits pèlerins,
Sept petits, huit petits, neuf petits pèlerins,
Dix petits pèlerins disent "MERCI BEAUCOUP!"
(THANK YOU!)

Un petit, deux petits, trois petits dindons,
Quatre petits, cinq petits, six petits dindons,
Sept petits, huit petits, neuf petits dindons,
Dix petits dindons disent "GLOU! GLOU!"
(GOBBLE! GOBBLE!)

1 PE-TITS, 2 PET-TITS, 3 PE-TITS IN-DIENS
4 PE-TITS, 5 PE-TITS 6 PE-TITS IN-DIENS, 7 PE-TITS, 8 PE-TITS
9 PE-TITS IN-DIENS, 10 PETITS IN-DIENS AIMENT CHASSENT

2.C

**décembre — Chanukkah — Hanukkah — Festival of Lights**

This eight day festival is celebrated by Jews in France, as it is by Jews throughout the world. Hebrew or Yiddish words may be used for this holiday as follows:

La Fête des Lumières — Festival of Lights
Joyeuse Chanukkah — Joyous Hanukkah
Heureuse Chanukkah — Happy Hanukkah
la menorah — menorah
une chandelle — a candle
le drédyl — dreidl (dreidel) — four-sided top which is different from the ordinary top called in French *une toupie*

*Activities:*

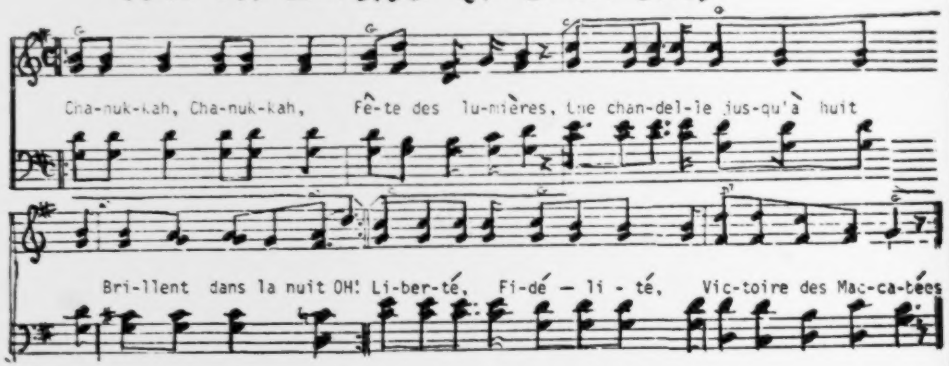
a. Decorations and greeting cards may be made using the above vocabulary.

b. Present a song for Chanukkah:

*Fête des Lumières* (To the tune of *Jingle Bells*)

Chanukkah, Chanukkah,
Fête des lumières.
Une chandelle jusqu'à huit
Brillent dans la nuit, Oh . . .

Chanukkah, Chanukkah
Fête des lumières,
Liberté, Fidélité,
Victoire des Maccabées.

FÊTE DES LUMIERES (to: Jingle Bells)

Cha-nuk-kah, Cha-nuk-kah, Fê-te des lu-mières, Une chan-del-le jus-qu'à huit
Bri-llent dans la nuit OH! Li-ber-té, Fi-dé - li - té, Vic-toire des Mac-ca-bées



2.C

**le 25 décembre — Noël — Christmas**

Christmas is a holiday of great festivity in France, as it is in our country. On Christmas eve families may attend the midnight mass *(la messe de minuit)* in church. Following the services, a special family feast *(le réveillon de Noël)* is served at home. This meal may feature a goose or a turkey with all the trimmings. A special dessert is served. It is called *la bûche de Noël,* which is a chocolate cake formed in the shape of a Yule log.

A Christmas tree may be displayed in the home. More commonly, however, a *crèche* (nativity scene) is used as a decoration. Children place their shoes instead of their stockings in front of the fireplace *(la cheminée)* before going to bed. In the morning, the children look for the gifts *(les cadeaux)* and candies *(les bonbons)* that have been left there by *Le Père Noël* (Santa Claus). Gifts and greeting cards are also exchanged among adults.

*Activities:*

a. Prepare decorations and greeting cards with the following suggested vocabulary:

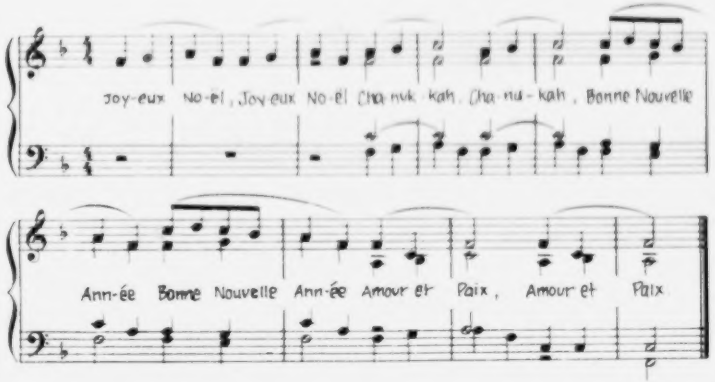
   le Père Noël
   le traîneau
   les rennes
   le sac du Père Noël
   les cadeaux de Noël
   les bonbons
   l'arbre de Noël — l'étoile — les cloches
   les couleurs du jour — rouge et vert
   le bonhomme de neige
   la carte de Noël
   Joyeux Noël
   Meilleurs Voeux

b. Present a song which may be sung as a round (un canon):

   *Amour et Paix* (To the tune of *Frère Jacques*)

   Joyeux Noël, Joyeux Noël,
   Chanukkah, Chanukkah,
   Bonne Nouvelle Année, Bonne Nouvelle Année,
   Amour et Paix, Amour et Paix.

c. Present French version of *Jingle Bells:*

"Amour et Paix" (to the tune of Frère Jacques)

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## Summary

Since this unit will serve as a reference and resource for the teacher, the summary may be given at various points in the year or at the end of the school year.

The following questions will help to elicit discussion in the class as a means of ascertaining comprehension and acquisition of concepts, facts and skills:

1. What holidays have we spoken about this year?
2. Which holidays are celebrated in our country and not in France? Why?
3. Which holidays are celebrated in France and not in our country? Why?
4. Which holidays are celebrated in our country and in France? Why?
5. In what ways are the holidays which we share celebrated similarly or differently?
6. For what reasons are holidays different in different countries? (Historical reasons, different national heroes, religious differences, seasons such as spring and fall, harvests, social events such as Labor Day, different calendars, etc.)

Follow-up discussion for each holiday may include singing of songs for the particular holiday, review of appropriate greetings for the holiday as well as a review of the facts and concepts relating to the occasion.

# Unit 20: Other Celebrations

## Preface

This final unit is also intended to serve as a reference and resource for the teacher. The teacher's discretion will determine the appropriateness and the feasibility of implementing the activities at various points during the year.

## Goals

Given the two-part format of this unit, *A Birthday Party* and *A Performance*, specific objectives for each celebration will be stated in the description of the activity.

The unit goals are in the domain of affective learning and may be stated as follows:

1. The children will have an opportunity to take pride in their acquisition of communication skills in French.
2. The children will have an opportunity to discover that their knowledge of French language and culture can provide enjoyment both for themselves and others.

## I — A Birthday Party

### Objectives

The children will be able to

- use French vocabulary and conversational patterns related to the celebration of birthdays
- understand cultural similarities and differences between the celebration of birthdays in France and the United States
- congratulate or cheer a person in French
- practice social skills involved in a party situation, e.g., behaving courteously, taking turns, respecting other individuals' preferences and offering congratulations

### Motivation

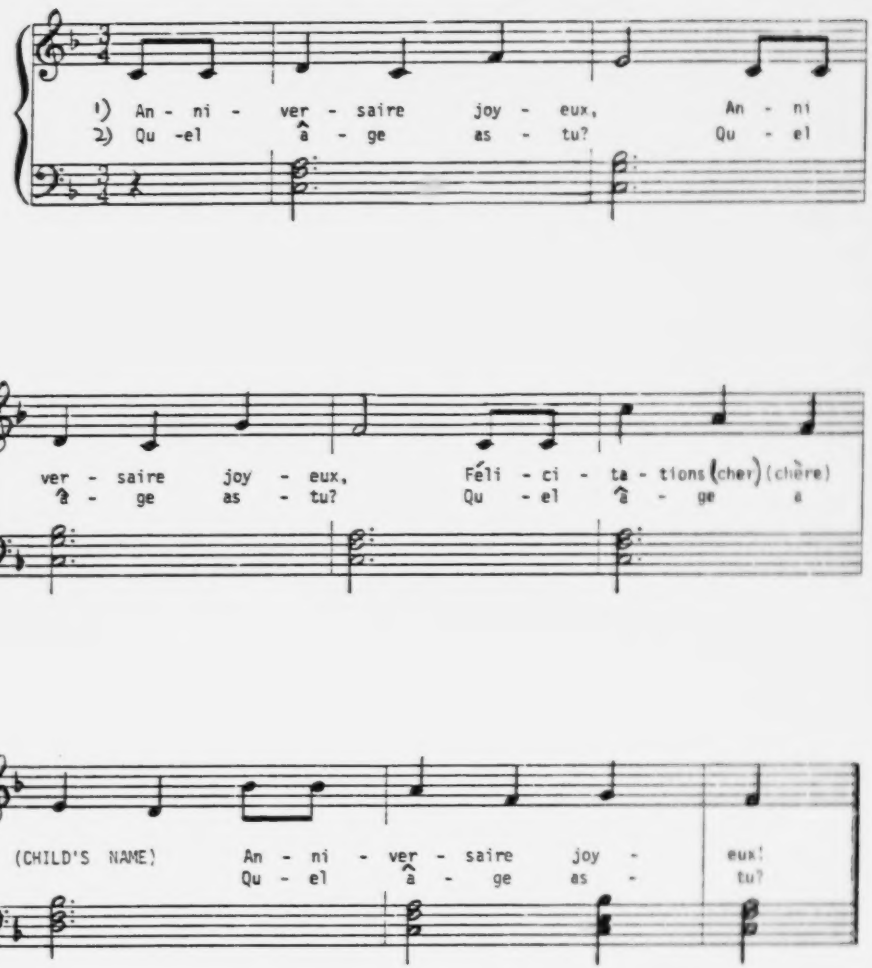
The teacher takes a moment at the beginning of the school year to advise the class: "Boys and girls, during this school year some of you will celebrate your birthdays. Raise your hand if you can tell the class the date of your birthday." The teacher calls on children and then says: "A birthday is a special day. We will learn how French children celebrate their birthdays. We will be able to use our French songs to help celebrate our classmates' special days."

### Materials

1. Birthday Chart of the Month indicating the names of children celebrating their birthday in the particular month. A special day in June may be indicated for those children who celebrate birthdays in July and August and other times when school was not in session for appropriate recognition.
2. Party supplies

### Procedures

1. Basic skills are reviewed as needed:
   a. Days of the Week — Unit 6; Months and Date — Unit 19
   b. Foods — Unit 17; Snacks — Unit 16; Table Setting — Unit 17
   c. Numbers and age — Unit 10
2. The French custom regarding the celebration of an actual birthday when gifts or flowers are given and birthday cards are sent is discussed. Point out similarity to our custom in this situation. In French this day is referred to as *l'anniversaire.*

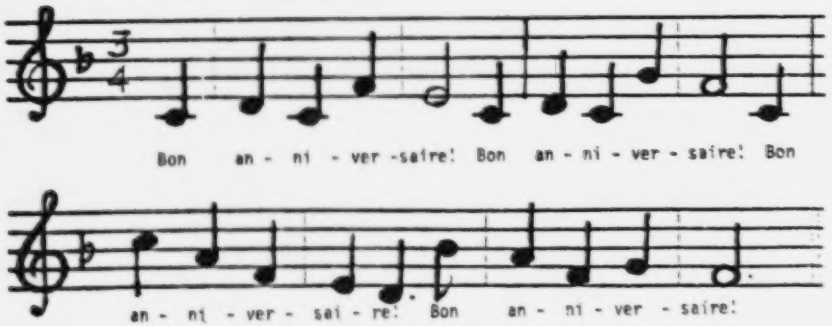
ANNIVERSAIRE JOYEUX - HAPPY BIRTHDAY SONG

1) An - ni - ver - saire joy - eux, An - ni
2) Qu -el â - ge as - tu? Qu - el
ver - saire joy - eux, Féli - ci - ta - tions (cher) (chère)
â - ge as - tu? Qu - el â - ge à
(CHILD'S NAME) An - ni - ver - saire joy -
Qu - el â - ge as -
eux!
tu?

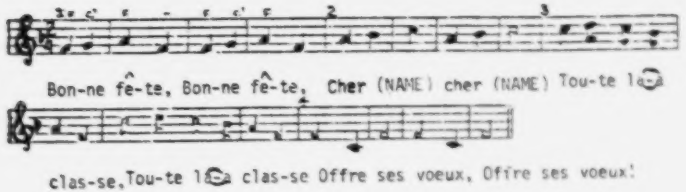
It has also been a custom in France to celebrate a person's Saint's Day by offering congratulations, greeting cards and gifts. The day celebrated is the one in the liturgical calendar which is named for the Saint after whom the child was named. In French this day is referred to as *la fête* to distinguish it from the actual birthday.

It should be pointed out, however, that currently the celebration of *la fête*, the Saint's Day, no longer has the popularity it once had and many people no longer acknowledge it. For this reason, it is currently acceptable to use both expressions, namely, *l'anniversaire* and *la fête* to refer to a person's birthday.

3. Prepare appropriate decorations, greeting cards, labels and signs using the following unit vocabulary:

l'anniversaire
la fête
le gâteau d'anniversaire
les petits gâteaux (cupcakes)
les chandelles
le soda, le jus, le lait
la glace
la glace au chocolat
la glace à la fraise
la glace à la vanille
les bonbons
les sucettes
le ballon
le jouet
le cadeau
le chapeau d'anniversaire
la couronne d'anniversaire
la pancarte d'anniversaire
la carte de félicitations (d'anniversaire):
Bon Anniversaire! Joyeux Anniversaire! Heureux Anniversaire!

Bon Anniversaire! (to the Happy Birthday Song)

Bonne Fête! (to: Frère Jacques)




4. Questions for drill and reinforcement:

   Quel âge as-tu?
   Quel âge a (child's name)?
   Quel âge a-t-il (elle)?
   Quel jour est-ce aujourd'hui?
   Quelle est la date aujourd'hui?
   Qu'est-ce que c'est?
   C'est un ballon (un gâteau, une chandelle, etc.)
   De quelle couleur est le ballon (le gâteau, la chandelle, etc.)?
   Combien de chandelles (ballons, cadeaux, cartes, etc.) y a-t-il?
   Qu'est-ce qu'il y a à manger (boire)?
   Quand est ton anniversaire?
   C'est l'anniversaire de qui, aujourd'hui?

5. The French equivalent of a cheer or a round of applause for congratulation or approbation is called *un ban*. At sporting events, theatrical performances and club meetings a leader may rise and say:

   "Je propose un ban pour ... (name of person to be honored)."
   *or* "Un ban pour ... (name of person)."
   *or* "Ouvrez le ban pour ... (name of person)."

   This is equivalent to "Let's have a hand (cheer) for ... " or "Three cheers for ... "

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A birthday party, as well as other occasions in the classroom such as winning a game, offering a good answer or demonstrating very good behavior would be an excellent opportunity to present this cultural note. Listed below are two simple *bans* (cheers) which may be used as needed:

a. Everyone claps hands in unison saying:

   Un — deux — trois
   Un — deux — trois
   Un — deux — trois — quatre — cinq
   Un — deux — trois
   Vive (name of the person honored)!

b. Establish gestures and movements to agree with words:

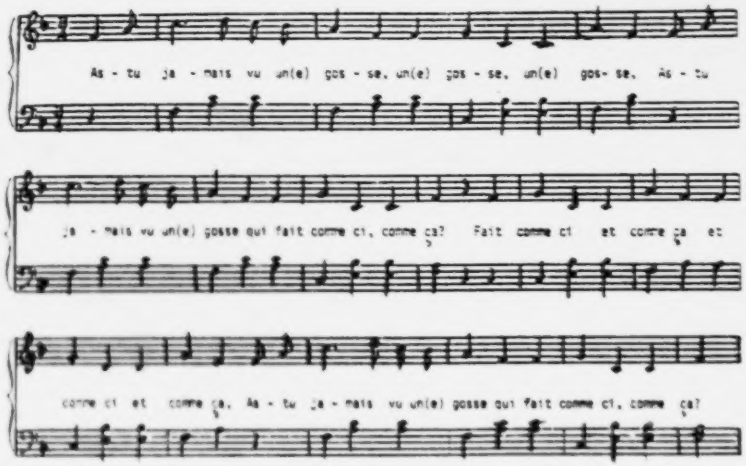
   A droite (right arm extended)
   A gauche (left arm extended)
   Debout (stand up)
   Assis (sit down)
   Vive (name of person)
   Oui, oui, oui! (clap hands three times).

6. The following songs may be used as part of the birthday celebration (music is attached):

   a. *Joyeux Anniversaire  Quel âge as-tu?*
   b. *Bon Anniversaire*
   c. *Bonne Fête*

7. The following song and game will add to the festivities of the birthday celebration. Instructions are outlined below the music.

   *Comme Ci, Comme Ça*
   (To the tune of *Did You Ever See a Lassie?*)

Comme ci, Comme ça (to: Did you ever see a lassie?)

As - tu ja - mais vu un(e) gos - se, un(e) gos - se, un(e) gos- se, As - tu
ja - mais vu un(e) gosse qui fait comme ci, comme ça? Fait comme ci et comme ça et
comme ci et comme ça, As - tu ja - mais vu un(e) gosse qui fait comme ci, comme ça?

Hints: If the birthday child is a boy, sing the song using "un gosse". When the birthday child is a girl, sing the song using "une gosse".

All children but the birthday child form a circle, holding hands. The birthday child is in the middle. The children forming the circle skip around clockwise. The child in the center plans some kind of action which is performed at the words "comme ci, comme ça". The circle stops moving and drops hands during the third and fourth lines. At this time all the children copy the action performed by the leader. As the song ends, the leader chooses another child to be the next leader. The leader steps back into the circle, taking the place of the child he has chosen. Adjust verse from "un gosse" to "une gosse" as needed. The game continues as indicated with each leader selecting a replacement.

## II — A Performance

### Objectives

The children will be able to

- synthesize the skills developed in French and thereby gain a new perspective of their learning experience
- utilize previously learned material in French in new situations and thus reinforce them
- share with others the skills, activities and attitudes gained from their learning experiences in French

### Motivation

At an appropriate time, in advance of a planned performance, the teacher will advise the class: "Boys and girls, you have accomplished so much in French. We want to share what we have learned with other people. By doing this, we will teach them some of the things you have learned. We will invite people to a performance of our French activities. How shall we plan for this performance?" Elicit from the class suggestions regarding invitations, format of performance, refreshments, and other components of the project.

### Materials

The scope of the performance will determine the actual materials required. Some of the basics are:

1. Format
2. Invitations
3. Decorations
4. Refreshments

### Procedures

1. Select from the following options:
   a. Open School Week — Parent Observation Days
   b. Assembly Program
   c. Foreign Language Week in March
   d. End of Year Culminating Experience
2. Type of performance selected should conform to occasion and location:
   a. Classroom demonstration of a French lesson
   b. Classroom performance of selected activities from French lessons
   c. Auditorium performance of selected activities from French lessons
3. Invitations — The extent of the guest list will be determined by the space available for the performance. Parents, staff members, other classes and members of the parents' association are to be considered when deciding on the invitations to be extended.

   The text of the invitation may be prepared by the teacher on a rexograph stencil. The children should participate in the decoration of the invitation or covers for the invitations. The following text is offered only as a model and should be adjusted for individual situations or preferences:

   "Our French class cordially invites you to attend a program in French on _____, _____, 19___, in Room _____ from _____ to _____. Since our French lesson is only twenty minutes long, we ask that you please arrive and leave promptly."

   "We hope that you will be able to attend our program. Thank you."
4. Format — Once again, the type of performance planned will determine the nature of the format. The choice of formats includes an actual lesson plan, an outline of activities to be presented or a more formal script.

Some important considerations in establishing the format are:

a. Variety of activities — songs, dances, skits, dialogues with puppets, games and poems
b. Theme — This coordinates the activities presented. Some suggestions are:

   "Une Leçon de Français" — for demonstration lesson

   "C'est Moi!" — autobiographical content including skills with names, age, health, family members and pets

   "Bonne Fête" — skills and concepts from Holiday Unit No. 19

   "Bon Appétit" — skills and activities from Unit 16 — Snacks, Unit 17 — Foods

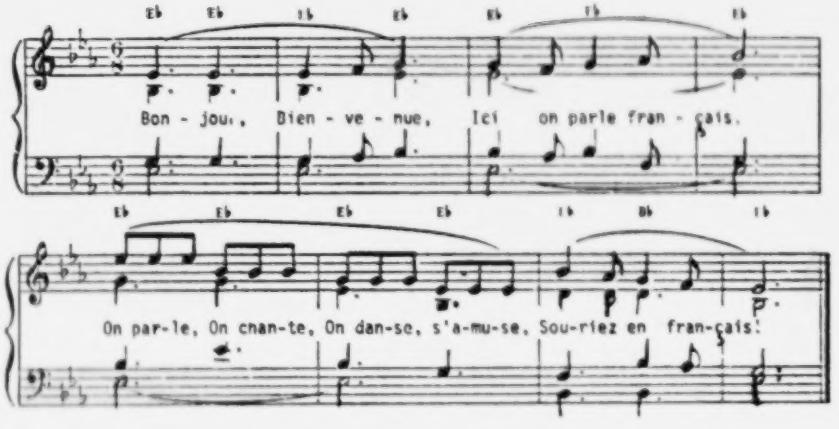
   "Quel temps fait-il" — skills relating to weather, clothing and colors

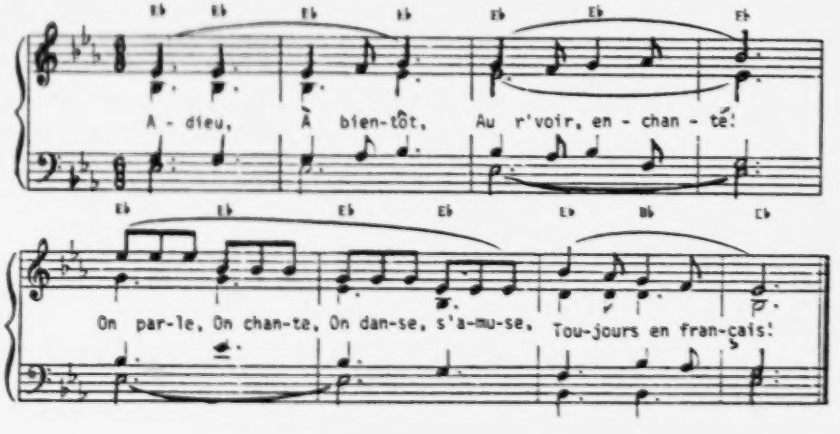
c. Maximum participation of students — This can be achieved by planning a good combination of group activities as well as solo performances. The preparation of decorations for the classroom or scenery for the auditorium stage is another means of maximizing student participation.
d. Formalization of the performance — This can be achieved by planning as an introduction, *L'Ouverture*, and as a conclusion, *Le Finale*.

5. Refreshments — Parental participation and cooperation, appropriateness to the performance, availability of space and resources will determine the type of refreshments which may be offered.

   The children are pleased with even the most modest of "treats" such as candy, soda or juice and cookies after the performance. The after-performance refreshments may include a variety of French desserts including *mousse au chocolat* or a bona fide food fair featuring French foods and desserts.

   The "refreshments" are in effect an opportunity to acknowledge and commend the children for their demonstrated accomplishments in learning French!

L'OUVERTURE (to: Row, Row, Row Your Boat)

NOTE: Both opening and closing songs may be sung as rounds for two, three or four voices in which case the song should be repeated two, three or four times to allow for the full effect of the multiple voice parts.

LE FINALE (to: Row, Row, Row Your Boat)

## Unit Summary

The following activities should be adjusted to conform to the *Birthday Party* or *Performance, as the case may be:*

1. Evaluation of Affective Experience: Teacher asks children to share their thoughts and feelings with the class in response to questions:

   What part of the (party) (performance) made you feel happy? Why?

   What part of the (party) (performance) made you feel sad? Why?

   What did you like most about the (party) (performance)? Why?

   What did you like least about the (party) (performance)?

   If we were to have this (party) (performance) again, what would you
   . . . add to it? Why
   . . . take away from it? Why?
   . . . keep the same? Why?

2. Social Skills Experience: Sending a "Thank You" note may be done by the class either on an individual basis or as a group effort. Suggestions for class discussion in planning this activity follow. The teacher says:

   "Many people helped us with our performance. Can you name some of them? One way to thank them is to send them a 'thank you' note. What should we say in this note? Some of you may want to draw a picture to express your thanks. What kind of a picture will you draw? We want to be sure that the person knows that we appreciate their help. In English we say 'thank you.' Raise your hand if you can tell the class how we say that in French. (Pause for response.) That's right. In French we say, *'Merci beaucoup!'* I will write those words on the board so that you may use them in your 'thank you' note."

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